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ABSTRACT

The document contains 10 appendixes to the evaluation of 32 projects in the Handicapped Children's Early Education Program (HCEEP). Included are samples of six project-based measurement instruments (including a parent survey form and a student followup assessment), an instruction package for psychologists to use in determining handicapping conditions and educational needs, parental permission forms, bibliography of 29 test sources, and sample score sheets for the Children's Early Education Developmental Inventory, the child-based instrument used in HCEEP. (CL)

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FINAL REPORT
(APPENDICES)

on

EVALUATION OF HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM (HCEEP)

to

BUREAU OF EDUCATION FOR THE HANDICAPPED
U.S. OFFICE OF EDUCATION

May 14, 1976

by

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APPENDIX A

PROJECT-BASED MEASUREMENT INSTRUMENTS

APPENDIX A

PARENT SURVEY

Interviewer:_____ Code:_____

Date:___/___/___

Interviewee's Relationship to Child:

(1) Mother ____
(2) Father ____
(3) Mother and father ____
(4) Foster parent ____
(5) Legal guardian ____
(6) Other relative (specify):_____ ____
(7) Other (specify):_____ ____

OMB No. 51S74043
Expires October 31, 1975

1. What types of services has your child received from the (Name of HCEEP project) [ASK ABOUT UNMENTIONED ALTERNATIVES.]

(1) Food service . . . . . ___
(2) Dental . . . . . ___
(3) Diagnostic and/or evaluative . . . . . ___
(4) Medical . . . . . ___
(5) Speech therapy . . . . . ___
(6) Occupational therapy . . . . . ___
(7) Physical therapy . . . . . ___
(8) Vision therapy . . . . . ___
(9) Speech and hearing therapy . . . . . ___
(10) Social (e.g., social worker services). . . . . ___
(11) Counseling/guidance. . . . . ___
(12) Recreational activities after regular school hours . . . . . ___
(13) Educational . . . . . ___
(14) Transportation . . . . . ___
(15) Other (specify) _____ ___

_____

2. Why does your child need these services from the (Name of the HCEEP project)?

(1) He has special needs. . . . . ___
(2) He is (handicap is named) or is slow in development . . . . . ___
(3) He needs more attention than the family can give him. . . . . ___
(4) He has behavior problems. . . . . ___
(5) Don't know. . . . . ___
(6) Other (specify)_____ ___

_____

_____

3. Is your child receiving any services from the program which you feel he does not need? ___

(1) Yes

(2) No

(3) Don't know → Go to Item 5

4. Which services do you feel your child does not need and why?

(1) Food service _____ ___

(2) Dental _____ ___

(3) Diagnostic and/or evaluative: _____ ___

(4) Medical _____ ___

(5) Speech therapy _____ ___

(6) Occupational therapy _____ ___

(7) Physical therapy _____ ___

(8) Vision therapy _____ ___

(9) Speech and hearing therapy _____ ___

(10) Social _____ ___

(11) Counseling/guidance _____ ___

(12) Recreational _____ ___

(13) Educational _____ ___

(14) Transportation _____ ___

(15) Other (specify) _____ ___

5. Are you satisfied with the services that your child is receiving from the program? ___

(1) Yes

(2) No → Go to Item 7

(3) Don't know

6. With which services are you dissatisfied and why?

(1) Food service _____ ___

(2) Dental _____ ___

(3) Diagnostic _____ ___

(4) Medical _____ ___

(5) Speech therapy _____ ___

(6) Occupational therapy _____ ____

(7) Physical therapy _____ ____

(8) Vision therapy _____ ____

(9) Speech and hearing therapy: _____ ____

(10) Social _____ ____

(11) Counseling/guidance _____ ____

(12) Recreational _____ ____

(13) Educational _____ ____

(14) Transportation _____ ____

(15) Other (specify) _____ ____

7. Do you feel that the program should provide additional services to your child? ____

(1) Yes

(2) No

(3) Don't know → Go to Item 9

8. What additional services should the program provide to your child?

(1) _____ ____

(2) _____ ____

(3) _____ ____

9. Is your child receiving any services from sources other than the HCEEP program? ____

(1) Yes

(2) No

(3) Don't know → Go to Item 11

10. What services is he/she receiving, and from whom (i.e., name of agency)?

(1) Food service _____ ____

(2) Dental _____ ____

(3) Diagnostic and/or evaluative _____ ____

(4) Medical _____ ____

(5) Speech therapy _____ ____

(6) Occupational therapy _____ ____

(7) Physical therapy _____ ___

(8) Vision therapy _____ ___

(9) Speech and hearing therapy _____ ___

(10) Social _____ ___

(11) Counseling/guidance _____ ___

(12) Recreational _____ ___

(13) Educational _____ ___

(14) Transportation _____ ___

(15) Other (specify) _____ ___

11. Who referred you to these services?

(1) HCEEP project staff . . . . . ___

(2) Child's doctor or specialist. . . . . ___

(3) Self referral . . . . . ___

(4) Other (specify) _____ ___

12. Do you feel that the project staff are well qualified to work with your child? ___

(1) Yes, all are

(2) Yes, most are (explain): _____

_____

(3) No (explain): _____

_____

(4) Don't know

13. Does the program have all of the facilities and equipment necessary to develop your child's abilities? ___

(1) Yes ___

(2) No → Go to Item 15

(3) Don't know ___

14. What additional facilities and/or equipment does the program need for your child?

(1) _____ ___

(2) _____ ___

(3) _____ ___

15. Does your child like the program? ____

(1) Yes

(2) No ——→ Go to Item 17

(3) Don't know ——→ Go to Item 18

16. What does your child like most about the program?

(1) Teachers . . . . . ____

(2) Other children . . . . . ____

(3) Activities . . . . . ____

(4) Materials and equipment. . . . . ____

(5) Other (specify) _____ ____

_____

17. What does your child dislike most about the program? ____

(1) Teachers

(2) Other children

(3) Activities

(4) Materials and equipment

(5) Other (specify) _____

_____

18. Does your child get along well with the other children in the program? ____

(1) Yes

(2) No

(3) Don't know

19. Does your child get along well with his/her teacher(s)? ____

(1) Yes

(2) No

(3) Don't know

20. Has your child made any improvements or shown any positive changes since entering the program? ___

(1) Yes

(2) No ——→ Go to Item 23

(3) Don't know ——→ Go to Item 24

21. What positive changes or improvements has your child shown?

(1) Language/communication . . . . . ___

(2) Motor (large and small muscle control, coordination) . . . . . ___

(3) Relationship with other children . . . . . ___

(4) Relationship with family members . . . . . ___

(5) Relationship with other adults . . . . . ___

(6) Self-help (eating, dressing, toilet) . . . . . ___

(7) Reasoning, problem solving . . . . . ___

(8) Attention. . . . . ___

(9) Behavior . . . . . ___

(10) Other (specify) _____ ___

_____

22. Do you feel that these changes can be attributed to your child's participation in the program? ___

(1) Yes

(2) No

(3) Don't know

23. Why do you think your child has failed to make improvements or show positive changes?

_____

_____

_____

24. Do you feel that there is good communication between you and the project staff about your child and his specific problems and needs? ___

(1) Yes

(2) No

(3) Don't know

25. Have you been given the chance to express your feelings and suggestions about the program and your child's activities? ___

(1) Yes

(2) No ——→ Go to Item 28

26. When have you expressed your feelings and suggestions?

(1) During informal discussions with project staff . . . . . ___

(2) During formally scheduled meeting with project staff . . . . . ___

(3) During home visits by project staff . . . . . ___

(4) During formally scheduled planning group meetings . . . . . ___

(5) During advisory committee or board of director's meeting . . . ___

(6) In response to a questionnaire . . . . . ___

(7) Other (specify) _____ ___

_____

... Has the project staff used your suggestions in the program? ___

(1) Yes

(2) No

(3) Don't know

28. In what ways have you participated in the program?

(1) Parent groups . . . . . ___

(2) Meetings with project staff (e.g., session with therapist, social worker) . . . . . ___

(3) Learning activities (e.g., attending presentation of information, workshops, etc.) . . . . . ___

(4) Working with children (e.g., teachers assistant) . . . . . ___

(5) Planning and policy making (e.g., advisory committee) . . . . ___

(6) Assisting in administering the program (e.g., clerical tasks, maintenance of program, fund-raising) . . . . . ___

(7) Disseminating information (e.g., speaking to others) ___

(8) Evaluating the program . . . . . ___

(9) Have not participated ——→ Go to Item 30 ___

(10) Other (specify) _____ ___

_____

29. How often do you participate at the program with your child? ____

(1) At least once a week

(2) At least once a month

(3) Other (specify) _____

_____

(4) Never

30. Do you feel that there is enough opportunity for parents to participate in the program? ____

(1) Yes

(2) No → Go to Item 32

(3) Don't know

31. What other opportunities for participation do you think there should be?

(1) _____ ____

(2) _____ ____

(3) _____ ____

32. Have any other members of your family or other persons who care for your child participated in the program? ____

(1) Yes

(2) No → Go to Item 34

(3) Don't know

33. Which members of your family or other persons who care for your child have participated, and how?

(1) Mother _____ ____

(2) Father _____ ____

(3) Siblings _____ ____

(4) Grandparents _____ ____

(5) Other relative (Specify): _____ ____

(6) Nonrelative baby-sitter _____ ____

(7) Day care center or preschool personnel _____ ____

(8) Other (Specify) _____ ____

_____

34. Do you feel that you have gained anything from your participation in the program? ___

(1) Yes

(2) No
(3) Don't know → Go to Item 36
(4) Not applicable

35. What have you gained?

(1) Knowledge of my child's problems and needs . . . . . ___
(2) Knowledge of my child's abilities . . . . . ___
(3) Knowledge of how to work with my child . . . . . ___
(4) Knowledge of services available to my child . . . . . ___
(5) Other (specify) _____ ___

_____ ___

36. Has the program helped you in forming your expectations of your child's future? ___

(1) Yes
(2) No
(3) Don't know

37. Do you think your child's participation in this program will change his opportunities for schooling, jobs, and a full social life? ___

(1) Yes
(2) No
(3) Don't know

38. Has the project staff prescribed activities for you to do with your child at home? ___

(1) Yes
(2) No → Go to Item 44

39. What kinds of activities were prescribed for you to do with your child?

(1) Activities to develop language/communication. . . . . ___
(2) Activities to develop large and small muscle control, coordination, physical movement ___
(3) Activities to develop relationships with other children . . . ___

(4) Activities to develop relationships with family members . . . . ____

(5) Activities to develop relationships with other adults (teachers, etc.). . . . . ____

(6) Activities to develop self-help skills (eating, dressing, etc.) ____

(7) Activities to develop reasoning, problem-solving . . . . . ____

(8) Activities to develop attention . . . . . ____

(9) Other (specify) _____ ____

_____

40. Have you carried out the activities prescribed for you to do with your child? ____

(1) Yes

(2) No ——→ Go to Item 43

41. How often do you carry out these activities? ____

(1) Daily

(2) At least once a week

(3) At least once a month

(4) Other (specify): _____

_____

42. Has the program provided the support needed by you, such as specific instructions and materials, to carry out these activities? ____

(1) Yes

(2) No

43. Is there any particular reason why you have not carried out the suggested activities? ____

(1) Don't have enough time

(2) Don't have the necessary materials

(3) Don't have sufficient information or knowledge of how to carry out the activities

(4) Don't believe they are worthwhile

(5) No particular reason

(6) Other (specify) _____

_____

44. Overall, how successful do you feel the program has been in meeting your child's needs? ___

(1) Very successful
(2) Somewhat successful
(3) Not sure
(4) Unsuccessful

45. Can you think of any ways the program might be changed to serve your child better? ___

(1) Yes
(2) No → Go to Item 47
(3) Don't know

46. In what ways could the program be changed?

_____

_____

_____

Now I would like to ask you a few questions about yourself and your family.

47. What is the highest grade that you completed in school? ___

(1) 8th grade or less
(2) Some high school
(3) 12th grade
(4) Some college or post-secondary training
(5) Completed college or post-secondary training
(6) Graduate school or professional training

48. What is your occupation? ___
[Record response: _____
Classify in appropriate category below]

(1) Unskilled labor or service job
(2) Semi-skilled labor
(3) Skilled labor
(4) Clerical-sales

(5) Business manager or owner

(6) Professional

(7) Housewife

(8) Other (specify) _____

_____

49. (If employed outside the home) Are you employed full-time or part-time? ____

(1) Full-time

(2) Part-time

50. (If employed outside the home) Who has the major responsibility for the care of your child while you are at work? ____

(1) Mother

(2) Father

(3) Grandparent

(4) Sibling

(5) Other relative (specify):_____

(6) Nonrelative babysitter

(7) Day care center or preschool personnel

(8) Other (specify) _____

_____

51. Are there any other adults in your household? ____

(1) Yes, child's mother

(2) Yes, child's father

(3) Yes, child's grandparent(s) → Go to Item 54

(4) Yes, other (specify):_____

(5) No

52. What is the highest grade that the child's father (mother) completed in school? ____

(1) 8th grade or less

(2) Some high school

(3) Completed high school

(4) Some college or post-secondary training

(5) Completed college or post-secondary training

(6) Graduate school or professional training

(7) Don't know

53. What is the child's father's (mother's) occupation? ____
[Record response: _____
Classify in appropriate category below]

(1) Unemployed

(2) Unskilled labor or service job

(3) Semi-skilled labor

(4) Skilled labor

(5) Clerical-sales

(6) Business manager or owner

(7) Professional

(8) Other (specify) _____

_____

54. Please tell me the age and sex of all other children living in your household. (Enter HCEEP child as No. 1)

	AGE	SEX
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

HCEEP STUDENT FOLLOW-UP DATA

PART I

HCEEP PROGRAM INFORMATION

Title of Program: _____ Program Code: _____

Address: _____

_____

Telephone Number: _____

Person Completing Form

Name: _____ Date: _____

Position: _____

Person Responsible for Contact with Placement Setting Personnel

Name: _____

Position: _____

OMB Number 51S74043
Expires: October 31, 1975

HCEEP STUDENT FOLLOW-UP DATA

Please provide the following information for all children who left your HCEEP program during the period of May through August of this year.

I. Number of children placed in handicap programs or special education classes or programs for the 1974-75 school year:

- Public school . . . . . (1) _____
- State school or agency . . . . . (2) _____
- Private school or agency . . . . . (3) _____
- Other (explain:_____ _____) . . . (4) _____
- Total number placed in special classes or programs (1+2+3+4) (5) _____

II. Number of children placed in regular classrooms or programs or with ancillary services (e.g., resource room, itinerant teacher for the 1974-75 school year:

- Public school (kindergarten, 1st grade). . . . . (6) _____
- Private school (kindergarten, 1st grade) . . . . . (7) _____
- Preschool or day care . . . . . (8) _____
- Other (explain:_____ _____) . . . (9) _____
- Total number placed in regular classrooms or programs with ancillary services (6+7+8+9). . . . . (10) _____

III. Number of children placed in regular classrooms or programs (i.e., without ancillary services for handicapped children) for the 1974-75 school year:

- Public school (kindergarten, 1st grade). . . . . (11) _____
- Private school (kindergarten, 1st grade) . . . . . (12) _____
- Preschool or day care. . . . . (13) _____
- Other (explain:_____ _____). . . . . (14) _____
- Total number placed in regular classrooms or programs (11+12+13+14). . . . . (15) _____

IV. Number of children placed in programs not included in I, II, or III above (explain:_____ _____) . . . (16) _____

V.	Total number of children whose placement for the 1974-75 school year is known (5+10+15+16)	(17) _____
VI.	Number of children whose placement for the 1974-75 school year is unknown	(18) _____
VII.	Total number of children who left the program, May through August 1974 (17+18)	(19) _____

For <u>each</u> <u>child</u> whose placement for the 1974-75 school year is known, complete a separate Verification of Placement Form, Part I. The number of forms completed should correspond to the total number of children whose placement is known as entered on line (17) above.

HCEEP STUDENT FOLLOW-UP

VERIFICATION OF PLACEMENT, PART I

CHILD INFORMATION

Child's Code Number: _____

Date Entered Program: . . . . . __/__/__

Date Left Program: . . . . . __/__/__

Services Received from Program (check all that apply):

1. food service . . . . . ___
2. dental . . . . . ___
3. diagnostic . . . . . ___
4. medical. . . . . ___
5. speech therapy . . . . . ___
6. speech and hearing therapy ___
7. occupational therapy . . . ___
8. physical therapy . . . . . ___
9. vision therapy . . . . ___
10. social (e.g. social worker services) . . . ___
11. counseling/guidance . ___
12. recreational (planned activities) . ___
13. educational. . . . . ___
14. transportation . . . . ___
15. other (specify)_____ ___

In terms of the BEH categories of handicapping conditions, check the one which best describes this child. Also, if this HCEEP project uses other terminology to describe the child, write that terminology in the space below the category checked.

1. trainable mentally retarded . . . . . ___
2. educable mentally retarded . . . . . ___
3. learning disabled. . . . . ___
4. hard of hearing. . . . . ___
5. deaf . . . . . ___
6. speech impaired. . . . . ___
7. visually impaired. . . . . ___
8. emotionally disturbed ___
9. crippled . . . . . ___
10. other health impaired ___
11. multiply handicapped ___
12. not handicapped. . . . ___
13. other (specify)_____ ___

OMB Number: 51S74043
Expires: October 31, 1975

PLACEMENT SETTING INFORMATION

Placement Setting Title:_____

Address:_____

_____

Telephone Number:_____

Program Director/Principal:_____

PLACEMENT COORDINATION INFORMATION

With whom did your project personnel interact in coordinating this child's placement in the setting indicated above?

1. Program Director/Principal named above . . . . . ____
2. Other program/school administrator . . . . . ____
   Name:_____
   Position:_____
3. Public or private agency personnel . . . . . ____
   Name of agency:_____
   Address:_____
   _____
   Person contacted:_____
   Position:_____
   Telephone Number:_____
4. Other. . . . . ____
   Name:_____
   Title/Association:_____
   Address:_____
   _____
   Telephone Number:_____

Number of Pre-placement Contacts (circle one): 0 1 2 3 4 5 >5

HCEEP STUDENT FOLLOW-UP

PART II

A. VERIFICATION OF PLACEMENT

B. TEACHER/THERAPIST INTERVIEW

Interviewer:_____ Date:_____

Child's Code Number:_____ --- ---- ----

Name of School/Program:_____

Address:_____

_____

A. Administrator Interviewed

Name:_____Code:_____

Position:_____Code:_____

B. Teacher/Therapist Interviewed

Name:_____

Position: ___ Regular classroom teacher

___ Special education classroom teacher

___ Resource teacher or supportive staff

OMB No. 51S74043
Expires October 31, 1975

A. ITEMS 1-7 ARE TO BE ASKED OF AN ADMINISTRATOR OF THE SCHOOL/PROGRAM IN WHICH THE FORMER HCEEP STUDENT IS CURRENTLY ENROLLED.

1. Is this child currently enrolled in [SPECIFY NAME OF THE SCHOOL/PROGRAM]? . . . . . ____

   1) Yes; date of enrollment: _____ → Go to number 4

   2) No

2. Do you know where this child is currently enrolled?. . . . . ____

   (1) Yes

   (2) No → Stop

3. Please give me the following information about this child's current placement setting.

   Name of School/Program: _____

   Address: _____

   _____

   Telephone Number: _____

4. Were you contacted by personnel from [SPECIFY CHILD'S HCEEP PLACEMENT SETTING] prior to this child's placement in this school/program?. . . . . ____

   (1) Yes → Go to number 6

   (2) No

5. Who referred this child to this school/program?. . . . . ____

   (1) Parent, family member
   (2) Physician
   (3) Local education agency
   (4) Public or private mental health agency
   (5) Public or private mental retardation organization/agency
   (6) Public or private health organization/agency
   (7) Welfare agency
   (8) Day care center or private preschool
   (9) Speech and hearing center
   (10) Other (specify) _____

   _____

   (11) Don't know

6. Approximately how many contacts were made with you by HCEEP personnel concerning this child prior to his placement in this school/program? . . . . . ___

7. What was the nature of the information given to you in these contacts?

(1) Basic information about child's name, address, age, etc. ___

(2) Information about the child's special educational needs ___

(3) Information about the child's special social needs. . . . ___

(4) Information about the child's special physical needs. . . ___

(5) Information about the child's program and performance in the HCEEP. . . . . ___

(6) Other (specify)_____ ___

_____

B. ITEMS 8-26 ARE TO BE ASKED OF THE TEACHER OR THERAPIST IN WHOSE CLASS THE FORMER HCEEP STUDENT IS CURRENTLY ENROLLED.

8. Have any HCEEP staff made available assistance to you concerning (child's name)'s classroom behavior, progress, or handicapping condition?. . . . . ___

[(1) Yes] → Go to Item 10

[(2) No]

9. Did you need any assistance concerning (child's name)'s classroom behavior, progress, or handicapping condition? . . . ___

(1) Yes

(2) No

10. What forms of assistance have HCEEP staff provided to you?

(1) None. . . . . ___

(2) In-service training . . . . . ___

(3) Demonstration teaching (either at HCEEP facility or in your class) . . . . . ___

(4) Suggested teaching activities or materials. . . . . ___

(5) Suggested classroom or behavior management techniques . . ___

(6) General information about child's and/or family's background. . . . . ___

(7) Other (specify)_____ ___

_____

11. How satisfied were you with the assistance provided by the HCEEP staff? . . . . . ___

(1) Very satisfied

(2) Somewhat satisfied

(3) Somewhat dissatisfied

(4) Very dissatisfied

12. Who initiated the contact regarding assistance?. . . . . ___

(1) HCEEP staff

(2) Teacher/therapist

(3) Other (specify)_____

_____

13. Were you consulted in the placement of (child's name) in your class?. . . . . ___

(1) No

(2) Yes, my permission or approval was sought before placement

(3) Other (specify)_____

_____

14. Considering (child's name)'s level of development and handicap, do you think the placement of (child's name) in your class was a suitable placement?. . . . . ___

(1) Yes

(2) No → Go to Item 16

15. Why do you consider the placement suitable?

(1) Child's developmental level in most or all areas (i.e., motor, communication, cognition, personal-social, or adaptive) is similar to that of class members. . . . . ___

(2) Child is grouped with other children his own age. . . . . ___

(3) Child is grouped with other children with similar handicap or needs. . . . . ___

(4) Supportive services or special attention are available through this placement arrangement. . . . . ___

(5) Other (specify)_____ ___

_____

Go to Item 17

16. Why was the placement not suitable?

(1) Low level of development in one or more areas (i.e., motor, communication, cognition, personal-social, or adaptive). . . . . ___

(2) Child's age level is significantly different from that of other class members. . . . . ___

(3) Handicap is too severe to be handled by this program. . . ___

(4) Handicap or handicap characteristics are different from those of other class members. . . . . ___

(5) Supportive services required by the child are not available here . . . . . ___

(6) Other (specify)_____ ___

_____

17. Does (child's name) require services that are not available through this educational program?. . . . . ___

(1) Yes

(2) No → Go to Item 19

(3) Don't know

18. Has the HCEEP assisted this program in obtaining this needed service, either through providing it directly or through locating other agencies that can provide it? . . . . . ___

(1) No

(2) Yes, provide service directly

(3) Yes, have located other agencies

(4) Needed service is not available

(5) Don't know

19. Which of the following best describes this child?[READ EACH ALTERNATIVE] . . . . . ___

(1) Not handicapped → Go to Item 20

(2) Trainable mentally retarded
(3) Educable mentally retarded
(4) Learning disabled
(5) Hard of hearing
(6) Deaf
(7) Speech impaired
(8) Visually impaired
(9) Emotionally disturbed
(10) Crippled
(11) Other health impaired (specify)_____
(12) Multiply handicapped (specify)_____
(13) Other (specify)_____

→ Go to Item 23

20. Compared with parents of other children in your class, have (child's name)'s parents shown more, about the same, or less interest in their child's progress and school activities? . . . . . ___

(1) More interest
(2) About the same interest
(3) Less interest
(4) Cannot say; no basis for comparison
(5) Does not apply; child has no parents

21. Compared with other children in your class, is (child's name)'s cognitive development more advanced, at about the same level, or less advanced. . . . . ___

(1) More advanced
(2) At about the same level
(3) Less advanced
(4) Don't know

22. Compared with other children in your class, is (child's name)'s social development more advanced, at about the same level, or less advanced? . . . . . ___

(1) More advanced

(2) At about the same level

(3) Less advanced

(4) Don't know

GIVE INTERVIEWEE ITEMS AND READ THE FOLLOWING INSTRUCTIONS:

"THE PURPOSE OF THESE ITEMS IS TO OBTAIN FROM YOU A MEASURE (child's name)'s COGNITIVE AND SOCIAL BEHAVIOR. READ EACH ITEM AND DECIDE IF THE CHILD HAS DEMONSTRATED THE BEHAVIOR. CIRCLE THE APPROPRIATE ANSWER ON THE ATTACHED SHEET.

WHEN INTERVIEWEE HAS COMPLETED THE ITEMS, END INTERVIEW.

23. Compared with parents of other handicapped children, have (child's name)'s parents shown more interest, about the same interest, or less interest in their child's progress and school activities? . . . . . ___

(1) More interest

(2) About the same interest

(3) Less interest

(4) Does not apply, child has no parents

(5) Cannot say; no basis for comparison

24. Compared with parents of nonhandicapped children, have (child's name)'s parents shown more interest, about the same interest, or less interest in their child's progress and school activities?. . . . ___

(1) More interest

(2) About the same interest

(3) Less interest

(4) Does not apply; child has no parents

(5) Cannot say; no basis for comparison

25. Compared with his peers who have a similar handicap but who have not attended an HCEEP, is (child's name)'s cognitive development more advanced, at about the same level, or less advanced? . . . . . ___

(1) More advanced
(2) About the same
(3) Less advanced
(4) Cannot say; no basis for comparison

26. Compared with nonhandicapped children, is (child's name)'s cognitive development more advanced, at about the same level, or less advanced? ___

(1) More advanced
(2) About the same
(3) Less advanced
(4) Don't know

27. Compared with his peers who have a similar handicap but who have not attended an HCEEP, is (child's name)'s social development more advanced, about the same level, or less advanced? . . . . . ___

(1) More advanced
(2) About the same
(3) Less advanced
(4) Cannot say; no basis for comparison

28. Compared with nonhandicapped children, is (child's name)'s social development more advanced, at about the same level, or less advanced? . . . . . ___

(1) More advanced
(2) About the same
(3) Less advanced
(4) Don't know

GIVE INTERVIEWEE ITEMS AND READ THE FOLLOWING INSTRUCTIONS:

"THE PURPOSE OF THESE ITEMS IS TO OBTAIN FROM YOU A MEASURE (child's name)'s COGNITIVE AND SOCIAL BEHAVIOR. READ EACH ITEM AND DECIDE IF THE CHILD HAS DEMONSTRATED THE BEHAVIOR. CIRCLE THE APPROPRIATE ANSWER ON THE ATTACHED SHEET.

WHEN INTERVIEWEE HAS COMPLETED THE ITEMS, END INTERVIEW.

STUDENT FOLLOW-UP ASSESSMENT
RECORD FORM

CHILD'S CODE NUMBER ___ ___ - F O - ___ ___

HCEEP MODEL PROGRAM _____

_____

DATE OF PLACEMENT ___ / ___ / ___

TODAY'S DATE ___ / ___ / ___

INTERVIEWER _____

INTERVIEWEE _____

PLACEMENT _____

_____

_____

OMB No. 51S74043
Expires October 31, 1975

COGNITIVE SKILLS	Yes	No	Can't Say
Cg 1. Identifies "big" and "little" objects.	☐	☐	☐
Cg 2. Identifies familiar objects by their use.	☐	☐	☐
Cg 3. Responds to "one" and "one more".	☐	☐	☐
Cg 4. Matches simple forms to a sample.	☐	☐	☐
Cg 5. Identifies (from memory) familiar objects removed from view.	☐	☐	☐
Cg 6. Identifies the longer of two lines.	☐	☐	☐
Cg 7. Assembles a six-piece puzzle of a man.	☐	☐	☐
Cg 8. Groups familiar objects that are similar in function.	☐	☐	☐
Cg 9. Sequences familiar events in a logical order.	☐	☐	☐
Cg 10. Identifies difference in geometric figures and letters.	☐	☐	☐
Cg 11. Seriates blocks from smallest to largest.	☐	☐	☐
Cg 12. Identifies "which is more" of two numbers.	☐	☐	☐
Cg 13. Matches simple words to a sample.	☐	☐	☐
Cg 14. Knows right and left hands and feet.	☐	☐	☐
Cg 15. Identifies missing parts of an object.	☐	☐	☐
TOTAL	☐	☐	☐

SOCIAL SKILLS			
PS 1. Knows age.	☐	☐	☐
PS 2. Greets adults without being told to do so.	☐	☐	☐
PS 3. Participates in group play.	☐	☐	☐
PS 4. Shows pride in achievements.	☐	☐	☐
PS 5. Shows sympathy toward others.	☐	☐	☐
PS 6. Knows own first and last names.	☐	☐	☐
PS 7. Separates easily from parent.	☐	☐	☐
PS 8. Calls attention to own performance.	☐	☐	☐
PS 9. Takes turns and shares.	☐	☐	☐
PS 10. Copes with criticism and teasing.	☐	☐	☐
PS 11. Recognizes other's need for help and gives assistance.	☐	☐	☐
PS 12. Recognizes facial expressions of primary emotions.	☐	☐	☐
PS 13. Shows individual preference.	☐	☐	☐
PS 14. Participates in competitive play activities.	☐	☐	☐
PS 15. Cooperates in group activities.	☐	☐	☐
TOTAL	☐	☐	☐

STUDENT FOLLOW-UP ASSESSMENT

OMB No. 51S74043
Expires October 31, 1975

COGNITION

Cg 1. THE CHILD IDENTIFIES "BIG" AND "LITTLE" OBJECTS. Yes No

MATERIALS: big, little balls; big, little blocks
*pictures of same (for hearing impaired child).

PROCEDURE: Place the two objects on the table in front of the child and say,

1) for the balls, SHOW ME (or PUT YOUR FINGER ON) THE LITTLE ONE.
2) for the blocks, SHOW ME (or PUT YOUR FINGER ON) THE BIG ONE.
3) for the blocks, SHOW ME (or PUT YOUR FINGER ON) THE BIG ONE.
4) for the balls, SHOW ME (or PUT YOUR FINGER ON) THE LITTLE ONE.

SCORING: Credit is given if the child identifies (by pointing or touching) to the correct object in 4 of the 4 presentations.

Cg 2. The child identifies familiar objects by their use. Yes No

MATERIALS: cup, bar of soap, shoe, ball, spoon

PROCEDURE: Place the five objects on the table in front of the child in the following order: cup, shoe, spoon, soap, and ball. Say, SEE ALL OF THESE THINGS? DO YOU KNOW WHAT THEY ARE? CAN YOU NAME THEM FOR ME? If the child does not name all five of the objects, name them for him. Then say,

1) SHOW ME (or GIVE ME) THE ONE YOU PUT ON YOUR FEET.
2) SHOW ME (or GIVE ME) THE ONE YOU EAT WITH.
3) SHOW ME (or GIVE ME) THE ONE YOU DRINK OUT OF.
4) SHOW ME (or GIVE ME) THE ONE YOU CAN THROW.
5) SHOW ME (or GIVE ME) THE ONE YOU WASH YOUR FACE WITH.

If the child responds by giving the administrator the object, replace it on the table before making the next request. Allow 1 trial only for each question.

SCORING: Credit is given if the child identifies 4 of the 5 objects correctly.

Cg 3. THE CHILD RESPONDS TO "ONE" AND "ONE MORE". Yes No

MATERIALS: 8 small blocks (or other objects), box

PROCEDURE: Place the eight blocks and the box on the table in front of the child where he can easily reach them, saying, HERE ARE SOME BLOCKS AND THIS IS A BOX.

Tell the child, PUT ONE BLOCK IN THE BOX (pointing to the box). JUST ONE BLOCK. If the child puts a block in the box, do not continue with the second request until he has had time to add another block if he wishes.

After the child places the block, or blocks, in the box, draws his hand back from the table and looks at the administrator, say to the child, NOW, PUT ONE MORE BLOCK IN THE BOX (point to the blocks and then the box). Again, allow the child enough time after placing one more block in the box to put another in if he wishes.

SCORING: Credit is given if the child initially places one and only one block in the box, and if he places one and only one more block in the box.

Cg 4. THE CHILD MATCHES SIMPLE FORMS TO A SAMPLE. Yes No

MATERIALS: sample card with 6 geometric forms, and 6 single cards with geometric forms.

*solid geometric forms (for visually impaired child).

PROCEDURE: Place the sample card with the six geometric forms on it on the table before the child. Hold the six single cards in hand and out of child's sight. Show the child the first card, placing it on the table beside the sample and saying, SHOW ME (or POINT TO) THE ONE THAT LOOKS EXACTLY THE SAME AS THIS ONE (pointing to the single card form he is to match). Do not name the shapes as they are presented.

Continue with this procedure presenting the other five geometric forms for the child to match, one at a time.

Allow 1 trial only for each form. Present the sample cards in the following order:

1) Octagon, 2) Diamond, 3) Rectangle, 4) Circle, 5) Triangle, 6) Square.

SCORING: Credit is given if the child matches 4 of the 6 geometric forms to the sample.

Cg 5. THE CHILD IDENTIFIES (FROM MEMORY) FAMILIAR OBJECTS REMOVED FROM VIEW. Yes No

MATERIALS: A) spoon, small shoe, small brush
B) key, ball, doll
C) small cup, block, crayon
* shoe box (for hearing impaired child)

PROCEDURE: Arrange the set of three objects in a row in front of the child in the order as they appear below. Say to the child, SEE THESE? DO YOU KNOW WHAT THEY ARE? SEE IF YOU CAN TELL ME WHAT THEY ARE? If the child does not name the objects, name them for him and have him name them after you. Then say, NOW REMEMBER WHAT THEY ARE BECAUSE I'M GOING TO HIDE ONE. Shield the objects from the child's view and remove one of the objects. Remove the shield and say, WHICH ONE DID I HIDE? or TELL ME WHICH ONE IS GONE.

Allow 1 trial only per set of objects.

Present each set of objects one at a time using the procedure presented above. Present the objects in the order indicated below. Hide the object from the set that is enclosed in a box below.

Set A:	spoon	[shoe]	brush
Set B:	key	ball	[doll]
Set C:	[block]	crayon	cup

Make sure that the child knows the names of the objects before having him name them from memory, substituting an object he knows for one he does not know, if necessary.

* For the hearing impaired, allow the child to select the removed object from among several objects contained in the shoe box.

SCORING: Credit is given if the child names 2 of the 3 objects removed from his view from memory. (Hearing impaired child may point to or select correct object.)

Cg 6. THE CHILD IDENTIFIES THE LONGER OF TWO LINES. Yes No

MATERIALS: 2 colored sticks, 8" and 6" long.

PROCEDURE: Place the two sticks on the table one above the other, parallel to the child. Ask the child WHICH ONE IS LONGER? PUT YOUR FINGER ON THE ONE THAT IS LONGER.

Ask the child the question two more times, reversing the position of the longer and shorter stick for each trial.

If the child does not pick the longer stick 3 out of 3 trials, repeat the procedure, giving the question 3 more trials. Again alternate the position of the sticks before each question.

Present the sticks in the following order (repeating it for 6 trials):

1) _____ 2) _____ 3) _____
_____ _____ _____

SCORING: Credit is given if the child picks the longer stick 3 out of 3 trials, or 5 out of 6 trials.

Cg 7. THE CHILD ASSEMBLES A SIX-PIECE PUZZLE OF A MAN. Yes No

MATERIALS: puzzle of a man (head, 2 arms, 2 legs, and torso).

PROCEDURE: Place the puzzle of the man on the table before the child. Arrange the parts of the puzzle in a row in the following order: arm, leg, torso, leg, arm, and head. Say to the child, WHAT IS THIS? SEE IF YOU CAN PUT THIS TOGETHER. Do not tell the child that it is a man.

Allow 1 trial.

SCORING: Credit is given if the child places all six parts of the man correctly.

Cg 8. THE CHILD GROUPS FAMILIAR OBJECTS THAT ARE SIMILAR IN FUNCTION. Yes No

MATERIALS: 8 picture cards: shoe, coat, sock, hat, plate, fork, spoon, and cup

*8 objects: shoe, glove, sock, hat, plate, fork, spoon, cup (for visually impaired child).
*4 picture cards: car, bus, banana, and apple (for hearing impaired child).

PROCEDURE: Place the eight picture cards or objects on the table before the child so that the clothing and the eating utensils are mixed together. Say to the child, HERE ARE SOME PICTURES OF THINGS THAT YOU KNOW. Name each picture for the child in a random order, and then say, SEE IF YOU CAN PUT THE ONES THAT ARE ALIKE (THE SAME) TOGETHER. If the child does not respond, repeat the request.

Allow 1 trial. Give the child ample time to complete his groupings.

* Give a demonstration with the extra cards for the hearing impaired child.

SCORING: Credit is given if the child groups at least 3 of the 4 pictures in each category (clothes and eating utensils) together correctly.

Cg 9. THE CHILD SEQUENCES FAMILIAR EVENTS IN A LOGICAL ORDER. Yes No

MATERIALS: 2 sets of pictures each with 3 pictures describing a sequence of events (Set A and Set B).

PROCEDURE: Place the first set of pictures (Set A) on the table in front of the child in a scrambled order. Say, HERE ARE SOME PICTURES THAT TELL A STORY ABOUT A TREE. PUT THEM IN THE RIGHT ORDER TO MAKE A STORY ABOUT THE TREE.

If the child sequences the pictures in either of the two sets in an order different than is expected, ask the child, CAN YOU TELL ME ABOUT THE STORY?, having the child explain his logic behind his order.

SCORING: Credit is given if the child places both sets of pictures in the expected order, or, if he places the pictures in an order other than what is expected and satisfactorily explains his reasoning and logic behind the sequence. The sequence must appear logical to the administrator after the child's explanation.

For example, a child might sequence a tree fully grown, then a boy planting the tree and then the tree growing and explain that the big tree was cut down and so the little boy grew another one.

Cg 10. THE CHILD IDENTIFIES DIFFERENCE IN GEOMETRIC FIGURES AND LETTERS. Yes No

MATERIALS: 8 stimulus cards (each with 4 identical, 1 different design).
* 1 set of same with raised figures (for visually impaired child).
* 2 practice cards with 4 circles and a square, 4 triangles and a circle (for hearing impaired child).

PROCEDURE: Seat the child at a table across from the administrator. Present each of the eight stimulus cards, one at a time saying to the child, LOOK AT THESE. CAN YOU SHOW ME THE ONE THAT IS DIFFERENT? Give the child time enough to look at the figures carefully and give his response before presenting the next stimulus card.

Present the cards in the order designated by the numbers on the cards.

* For the hearing impaired child, allow him two practice trials with the circles and triangles.

SCORING: Credit is given if the child selects the different figure in 8 of the 8 cards.

Cg 11. THE CHILD SERIATES BLOCKS FROM SMALLEST TO LARGEST. Yes No

MATERIALS: 7 blocks graded in size

PROCEDURE: Place four of the blocks on the table before the child in a random order, keeping the smallest three in hand. Say to the child, HERE ARE SOME BLOCKS, THEY ARE ALL DIFFERENT SIZES. I WANT YOU TO PUT THEM IN ORDER STARTING WITH THE SMALLEST ONE FIRST. LIKE THIS. Put the three smallest blocks in order from smallest to largest for the child and say, NOW YOU PUT THE REST OF THE BLOCKS IN THE LINE IN THE RIGHT ORDER. MAKE THEM GO FROM LITTLE TO BIGGER.

Allow the child to check his work and correct his errors. Give 1 trial only.

SCORING: Credit is given if the child arranges the remaining four blocks from smallest to largest in the proper order.

Cg 12. THE CHILD IDENTIFIES "WHICH IS MORE" OF TWO NUMBERS. Yes No

MATERIALS: none

PROCEDURE: Ask the child the following questions. Repeat the question a second time if the child does not respond. Allow 1 trial only for each question.

1) Which is more, three pennies or five pennies?
2) Which is more, two pieces of candy or four pieces of candy?
3) Which is more, nine or four?
4) Which is more, five or eight?

SCORING: Credit is given if the child answers 3 of the 4 questions correctly.

Cg 13. THE CHILD MATCHES SIMPLE WORDS TO A SAMPLE. Yes No

MATERIALS: card (a) with word cat
card (A) with tac, ball, cat, 341
card (b) with word blue
card (B) with bled, blue, pin, 8104
card (c) with word rate
card (C) with boat, rat, 701, rate
card (d) with word no
card (D) with go, on, 20, no

* cards (a), (A), (b), (B), (c), (C), (d), and (D) in Braille (for visually impaired child).
* 2 demonstration cards: (a) man; (b) man, 303, nam, coat (for hearing impaired child).

PROCEDURE: Place the sample card (A) on the table in front of the child. Then place the single card (a) on the table between the child and the sample and say, FIND ME ONE JUST LIKE THIS (pointing to the single card) ON THIS CARD (pointing to the sample).

Continue presenting the next three words for the child to match in this manner.

* Give a demonstration for the hearing impaired child.

SCORING: Credit is given if the child matches 4 of the 4 words correctly to the samples.

Cg 14. THE CHILD KNOWS RIGHT AND LEFT HANDS AND FEET. Yes No

MATERIALS: None

PROCEDURE: Stand or sit facing the child. Say to him:

1) SHOW ME YOUR RIGHT HAND
2) SHOW ME YOUR LEFT FOOT
3) SHOW ME YOUR LEFT ARM
4) SHOW ME YOUR RIGHT ARM

SCORING: Credit is given if the child responds correctly to 4 out of 4 commands.

Cg 15. THE CHILD IDENTIFIES MISSING PARTS OF AN OBJECT. Yes No

MATERIALS: 5 cards: (A) truck; (B) clock; (C) fork; (D) cat; (E) glove

* toy objects of same (for visually impaired child).
* 2 demonstration cards: bird; bird without beak (for hearing impaired child).

PROCEDURE: Say to the child, I AM GOING TO SHOW YOU SOME PICTURES (or SOME OBJECTS), IN EACH ONE THERE IS A PART MISSING. I WANT YOU TO LOOK AT EACH ONE CAREFULLY AND TELL ME WHAT IS MISSING.

Present card (A) and say, LOOK AT THIS PICTURE. WHAT IMPORTANT PART IS MISSING? Repeat the above procedure for the remaining cards.

Correct answers:

A) wheel, B) hour hand, C) handle, D) tail, E) index finger.

For the hearing impaired, allow a practice trial with the bird card.

SCORING: Credit is given if the child correctly identifies 4 of the 5 missing parts. Correct answers are given above.

PERSONAL-SOCIAL

PS 1. THE CHILD KNOWS HIS AGE. Yes No

PROCEDURE: Say to the child, HOW OLD ARE YOU? If the child does not respond, hold up one finger and say, ARE YOU THIS MANY? SHOW ME HOW MANY?

SCORING: Credit is given if the child gives his correct age either verbally or by putting up his fingers.

PS 2. THE CHILD GREETS ADULTS WITHOUT BEING TOLD TO DO SO. Yes No

PROCEDURE: Observe the child when a familiar adult enters the room. Note whether he greets the adult using words, such as "Hi, Mommy" or gestures, without instructions to do so.

SCORING: Credit is given if the child typically greets, with words or gestures, familiar people at the appropriate times without being instructed to do so.

PS 3. THE CHILD PARTICIPATES IN GROUP PLAY. Yes No

PROCEDURE: Observe the child when a group game is being played, such as ring around the rosy, or when two or more children are playing with the same set of toys. Note whether the child joins in and plays with the other children.

SCORING: Credit is given if the child typically joins in play with two or more of his peers who are using the same set of materials or playing the same game, for at least 15 minutes without being forced by an adult to do so against his will. There may be considerable snatching and grabbing of materials.

PS 4. THE CHILD SHOWS PRIDE IN HIS ACHIEVEMENTS. Yes No

PROCEDURE: When the child has completed a product or task, note whether he shows that he "feels good", or pleased with what he has accomplished by giving it his verbal approval, calling it to the attention of an adult or another child, wanting to display it, etc.

For example, when he draws a picture, builds a structure with blocks, or makes something with clay, he is eager to show off his product to others.

SCORING: Credit is given if the child typically shows pride in his accomplishments.

PS 5. THE CHILD SHOWS SYMPATHY TOWARD OTHERS. Yes No

PROCEDURE: Observe the child to see if he demonstrates behavior indicative of concern over the welfare or comfort of a peer or an adult.

For example, when a peer or an adult is in distress, feels sad or has been hurt, does the child respond by doing such things as trying to comfort him, giving him verbal reassurance, kissing or hugging him, offering him a toy to cheer him up, etc.

SCORING: Credit is given if the child usually gives a sympathetic response or shows concern when a familiar person is in discomfort.

PS 6. THE CHILD KNOWS HIS FIRST AND LAST NAMES Yes No

MATERIALS: Sheet with alternative names

PROCEDURE: Say to the child, WHAT IS YOUR NAME? YOUR WHOLE NAME?

* For the hearing impaired child, use manual communication, if appropriate, in addition to verbally asking the question. If necessary, print four alternative first and last names on a paper and ask the child to point to his name. Response by any method is acceptable.

* For the speech impaired child, use same considerations as for hearing impaired.

SCORING: Credit is given if the child gives his first and last name. Nicknames are accepted for the first name.

PS 7. THE CHILD SEPARATES EASILY FROM HIS PARENT. Yes No

PROCEDURE: Observe the child when his parent leaves the room or leaves him at school. Note whether he adjusts to the absence or if he becomes upset.

SCORING: Credit is given if the child typically does not get upset when his parent leaves him.

PS 8. THE CHILD CALLS ATTENTION TO HIS OWN PERFORMANCE. Yes No

PROCEDURE: When the child is doing something such as drawing, dancing, playing, building something, etc., note whether he calls attention to what he is doing by gesturing, or verbally, e.g., "Look at me", or "Look at what I did".

SCORING: Credit is given if the child calls other's attention to something he is doing.

PS 9. THE CHILD TAKES TURNS AND SHARES. Yes No

PROCEDURE: Observe the child in his interactions with his peers. Note whether he takes turns in a game situation, and shares toys, materials, and possessions with other children.

SCORING: Credit is given if the child typically takes turns in a game situation or an activity, and shares with his peers without being told to do so.

PS 10. THE CHILD COPES WITH CRITICISM AND TEASING. Yes No

PROCEDURE: Observe the child when presented with the following situations. Note his response(s).

- When the child is critized or lightly reprimanded by an adult. For example, when the child is reprimanded for not taking turns, or not asking before using someone else's property, etc.
- When the child gets a slight hurt or teasing from a peer.

SCORING: Credit is given if the child typically deals with adult criticism, reprimands, or suggestions, and occasional peer teasing in an acceptable manner without exessive crying, withdrawal, pouting, having a tantrum, hitting, etc.

PS 11. THE CHILD RECOGNIZES OTHER'S NEED FOR HELP AND GIVES ASSISTANCE. Yes No

PROCEDURE: Observe the child when he sees that a peer, his teacher, or another adult needs help with something. Note whether he offers and helps in small, but useful ways without being asked to do so. For example, when the child sees the teacher or another child cleaning up a mess that has been made, does the child voluntarily begin to help?

SCORING: Credit is given if the child typically recognizes another's need for help and offers to give help with little or no suggestion to do so.

PS 12. THE CHILD RECOGNIZES FACIAL EXPRESSIONS OF PRIMARY EMOTIONS. Yes No

MATERIALS: 3 picture cards: (A) person with a happy face, (B) person with sad face, (C) person with angry face.

PROCEDURE: Place the 3 picture cards on the table before the child, say, LOOK AT ALL OF THE PEOPLE IN THESE PICTURES. THEY ALL FEEL DIFFERENT. CAN YOU SHOW ME (OR PUT YOUR FINGER ON) THE ONE THAT IS HAPPY? After the child has indicated his response, say, NOW, SHOW ME THE ONE THAT IS MAD OR ANGRY. After the child has made his second response, say, GOOD, NOW SHOW ME THE ONE THAT IS SAD OR UNHAPPY.

SCORING: Credit is given if he recognizes all 3 of the emotions when named.

PS 13. THE CHILD SHOWS INDIVIDUAL PREFERENCE. Yes No

PROCEDURE: Observe the child's behavior when given an opportunity to choose from a variety of colors, toys, foods, stories, role positions, etc. Note whether the child shows individual preferences in his choices.

SCORING: Credit is given if the child shows individual preferences.

PS 14. THE CHILD PARTICIPATES IN COMPETITIVE PLAY ACTIVITIES. Yes No

PROCEDURE: Observe the child when participating in games or actions involving skill, endurance, winning, achieving, etc., such as tag, running gymnastics. Note the child's behavior.

SCORING: Credit is given if the child typically participates in competitive play activities with other children in group games such as those listed above.

PS 15. THE CHILD COOPERATES IN GROUP ACTIVITIES. Yes No

PROCEDURE: Observe the child when working in a group. Note the child's cooperation with other group members. Does he propose, initiate, and assist in harmonious effort? Does he sacrifice in some degree his own wishes for the benefit of the group? He may do so as a leader or as a follower.

SCORING: Credit is given if the child typically cooperates with other group members in the ways listed above when working in a group.

COST FORM
for 1974-75 year

Date:___/___/___ Code:_____

TITLE OF PROGRAM_____

_____

NAME OF SCHOOL OR CENTER_____

_____

ADDRESS_____

_____

NAME OF AGENCY_____

PERSON COMPLETING FORM_____

TITLE OF POSITION_____

TELEPHONE NUMBER_____ Area Code ( ) _____

OMB Number: 51S74043
Expires: October 31, 1975

INSTRUCTIONS FOR COMPLETING THE COST FORM

The cost form is designed to obtain general information on (1) the source of funds for this HCEEP program, (2) the proportion of the personnel budget that is utilized for each of the major functions that are performed routinely in the operation of the program. In addition, the form seeks to determine the dollar value of services provided by outside agencies on personnel without cost to the HCEEP program. These three items of information are to be recorded on the three attached tables. Instructions for each follow.

TABLE A. PROJECT EXPENDITURES AND SOURCE OF FUNDS FOR 1974-1975

Table A deals with cost elements, number of personnel, total expenditure by cost element, and source of funding for each cost element. The cost elements are those typical object class categories (or line-entry account elements) that are used for budgeting and expenditure procedures. Note that these elements are essentially the same as those of OE Form 9037, 6/73 (internal reference OMB Circular A-102). Thus, you should be able to use your present bookkeeping system in completing this form. This cost form does, however, ask that you break down the "Personnel" category into various positions (e.g., teachers, secretary, etc.). Use the same definitions of each main cost element that you use in completing the OE Form 9037. Under "Other Project Costs", specify "Other" categories, if they represent at least two percent of your total expenditures.

The sum of Personnel Salaries, Consultants, and Other Project Costs is the Total Direct Charges. The Indirect Cost (which includes telephone, electricity, fuel, and costs not directly associated with a single activity or function) is usually computed as a percentage of the total cost.

The column to the right of the Cost Element Column is for indicating the number of full-time equivalent personnel associated with a cost.

The total Expenditure column is for indicating the expenditure for the time period of interest (1974-1975 school year, or FY 75). This should include the total expenditures regardless of the source of funds.

The Source of Funds Column is used to indicate the percentage of total expenditure from Federal Government, state government, local government, and private sources. If the percentage for any one of these four columns is 0%, enter "0". The total of the four columns should equal 100%.

TABLE B. ALLOCATION OF STAFF TIME TO MAJOR FUNCTION

Table B is concerned with the major functions that project staff and consultants perform. As with Table A, fill in the total numbers of each type of personnel. Then, for each personnel type, show the estimated percentage of time devoted to each function listed. For example, one project director may devote 80% of his/her time to management and administration, 10% to supplementary services, and 10% to in-service training. Or, across 10 teachers, 75% of their combined time may be devoted to instructional services, 15% to evaluation of children, and 10% to curriculum development. Regardless of the number of each type of personnel, the total amount of time should always equal 100%. Place percentages in as many major function categories as are appropriate for the personnel type. If necessary, write in "Other" functions not included in Table B. Consult the attached sheet for definitions of each of the major functions listed.

TABLE C. SERVICES PROVIDED WITHOUT CHARGE TO PROJECT CHILDREN BY OTHER AGENCIES

The purpose of Table C is to obtain information on services provided "in kind" or essentially "free of charge" to children in the project. For example, a free medical examination by public health personnel, free vision or speech screening by Easter Seals, free eye examination by a university, etc. are included in this category. Of concern here are those services that the HCEEP program does not pay for directly either by having staff perform them or by hiring a consultant or agency perform them for a fee. Note that this table is not concerned with volunteer services. While the distinction may be difficult to make, volunteer efforts may be considered as being much less technical in nature and usually done by individuals rather than an organized agency. For each of the services so provided, indicate your best estimate of the number of person hours per year that are expended by the donating agency. Finally, give your best estimate of the cost of the total person hours per year that are donated to services for children from this HCEEP program.

TABLE A. PROJECT EXPENDITURES AND SOURCE OF FUNDS FOR 1974-1975

COST ELEMENT	NUMBER+	TOTAL EXPENDITURE	SOURCE OF FUNDS (Percentage)			
			FED. GOVT.	STATE GOVT.	LOCAL GOVT.	PRIVATE
PERSONNEL SALARIES						
Project Director						
Ass't Director						
Teachers						
Teacher-aides						
Secretary(ies)						
Other (Specify)						
( )						
( )						
Fringe Benefits	X					
CONSULTANTS						
OTHER PROJECT COSTS						
Travel						
Equipment						
Supplies and Materials						
Contractual						
Construction						
Pupil Transportation						
Other (Specify)						
TOTAL DIRECT CHARGES						
INDIRECT COSTS						
TOTAL						

+Full-Time Equivalents

TABLE B. ALLOCATION OF STAFF TIME TO MAJOR FUNCTIONS

COST ELEMENT	NUMBER*	MAJOR FUNCTIONS (Percentage of Total Staff Time)												
		Management and Administration	Instructional Services to Children	Therapeutic Services to Children	Services to Parents	Supplementary Services to Children and Parents	Screening Services for Admission	Evaluation of Children	Curriculum Development	In-Service Training of Staff	Dissemination and Replication	Other ( )	Other ( )	
PERSONNEL SALARIES														
Project Director														100%
Ass't Director														100%
Teachers														100%
Teacher-aides														100%
Secretary(ies)														100%
Other (Specify)														
( )														
( )														
CONSULTANTS														100%

The following is a list of the major program functions shown on the cost form. Activities that may be included within a function are also shown to aid in defining the scope of each function.

Management and Administration

- Organizing, directing, supervising
- Hiring staff
- Preparing progress and final reports
- Monitoring cost
- Conducting project evaluation
- Budget preparation
- Soliciting of funds

Instructional Services to Children

- Classroom instruction
- Instructional materials, etc.

Therapeutic Services to Children

- Physical therapy
- Occupational therapy
- Speech and hearing therapy
- Vision therapy
- Speech therapy

Services to Parents and Family Members

- Program orientation/observation opportunities
- Instruction in readiness for entering child into school system
- Instruction in problems of handicap in general
- Instruction in child's specific problems
- Provision of educationally-related materials, toys, etc., and instructions for their use at home
- Organization of parent/family groups and activities

Curriculum Development

- Development of instructional materials
- Preparation of instructional objectives
- Development of curriculum guide
- Development of lesson plans
- Development of instructional methods

Supplementary Services to Children and Their Families

- Referrals to social services (i.e., serving as liaison between the child and community resources)
- Counseling/guidance services
- Health services (medical/dental maintenance)
- Transportation
- Recreational services
- Food/nutritional services

Screening Services for Admission

- Identification and referral activities
- Diagnostic activities
- Prescription

Evaluation of Children

- Progress evaluation
- Pretesting-Posttesting

In-Service Training of Staff

- Orientation
- Workshops
- Seminars
- Conferences

Dissemination/Replication

- Demonstration
- Workshops
- Conferences
- Newsletter, speaking before public groups, radio/TV ads, pamphlets, etc.

TABLE C. SERVICES PROVIDED WITHOUT CHARGE TO PROJECT CHILDREN BY OTHER AGENCIES

Are any of the services listed below provided to project children without a direct charge to the project; that is, the services are not performed by project staff or are not contracted for. Circle "yes" or "no" for each service.

Services	Received From Other Agencies, (No Direct Charges)		Estimated Person Hours/Year	Estimated Cost of Person Hours/Year
Social Services	YES	NO		
Recreational Activities after regular school hours	YES	NO		
Medical Care	YES	NO		
Dental Care	YES	NO		
Counseling/Guidance Services	YES	NO		
Transportation	YES	NO		
In-Service Training to Staff	YES	NO		
Food Service	YES	NO		
Occupational Therapy	YES	NO		
Physical Therapy	YES	NO		
Speech or Speech and Hearing Therapy	YES	NO		
Parent Education/Training	YES	NO		
Other (specify) _____	YES	NO		
_____				

REPLICATIONS--FORM A

Interviewer:_____Code:_____

Date:___/___/___

TITLE OF PROGRAM_____

_____

NAME OF SCHOOL OR CENTER_____

_____

ADDRESS_____

_____

NAME OF AGENCY_____

INTERVIEWEE_____

TITLE OF POSITION_____

OMB Number: 51S74043
Expires: October 31, 1975

1. What materials, procedures, or techniques did this project prepare or utilize as part of its replication activities, and in what order were they prepared or used? Indicate the order in which the items were prepared by writing a "1" in the space following the first item.

   (1) Printed general brochures. . . . . ____

   (2) Puclications on specific topics (e.g., professional journals, bulletins, bibliographies, etc.) (specify)_____ ____

   _____

   (3) Newspaper articles, announcements. . . . . ____

   (4) Speeches to interest groups. . . . . ____

   (5) Radio, television announcements, interviews, programs. . . . . ____

   (6) Video tape presentation. . . . . ____

   (7) Slide or audio-slide presentation. . . . . ____

   (8) Workshops or conferences . . . . . ____

   (9) Other audio-visual (specify)_____ ____

   _____

   (10) Other (specify)_____ ____

   _____

2. Do you consider your dissemination activities to be proactive or reactive? (EXPLAIN PROACTIVE ACTIVITIES - ACTIVITIES INITIATED BY HCEEP PERSONNEL; REACTIVE ACTIVITIES - ACTIVITIES IN RESPONSE TO REQUESTS INITIATED BY OTHER AGENCIES/ORGANIZATIONS. . . . . ____

   (1) Proactive

   (2) Reactive

   (3) Both

3. Is there a person on the project staff who has been assigned the major responsibility for disseminating information about this program?. . ____

   (1) Yes → Go to Item 5
   (specify title)_____

   (2) No

4. How are your dissemination activities carried out?

   (1) Each staff member is reponsible for particular activities ____

   (2) Staff members take turns disseminating information ____

   (3) Individual(s) outside the project are responsible (explain) ____

   _____

5. What percent of that person's time is devoted to disseminating information? ___%

6. Is there a formal (written) or informal plan for evaluating dissemination activities. . . . . ___

   (1) Yes, formal plan
   (2) Yes, informal plan
   (3) No → Go to Item 8

7. How do you evaluate these activities?

   (1) Frequency counts of information/materials disseminated ___

   (2) Follow-up contacts (e.g., questionnaires, phone calls) with persons or organizations receiving information/materials (specify)_____ ___

   _____

   (3) Evaluation by outside consultants or organizations (specify)___ ___

   _____

   _____

   (4) Other (specify)_____ ___

   _____

8. What particular agencies or organizations do your dissemination activities primarily involve?

   (1) Head Start . . . . . ___

   (2) State or local education agencies (specify)_____ ___

   _____

   (3) Private education organizations (e.g., preschools, day-care. . centers; specify)_____ ___

   _____

   (4) State or local mental health agencies (specify)_____ ___

   _____

   (5) Private mental health organizations (specify)_____ ___

   _____

   (6) State or local mental retardation agencies (specify)_____ ___

   _____

   (7) Private mental retardation organizations (specify)_____ ___

   _____

(8) State or local health agencies (specify)_____ ___

_____

(9) Private health organizations (e.g., Heart Fund, Muscular . . . Dystrophy Society, Society for Cripplied Children; specify)____ ___

_____

(10) State welfare agency . . . . . ___

(11) University . . . . . ___

(12) Other (specify)_____ ___

_____

(13) None . . . . . ___

9. What geographic areas do your dissemination activities primarily involve?

(1) This city. . . . . ___

(2) This county. . . . . ___

(3) Other counties in this state . . . . . ___

(4) Other surrounding states . . . . . ___

(5) Other states or regions of the country . . . . . ___

(6) Other (specify)_____ ___

_____

(7) None . . . . . ___

10. Please provide me with the names and addresses of programs or agencies that have replicated some or all of this project's features or components.

	Title of Program/Agency	Agency and Address	Director
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			
(7)			
(8)			
(9)			
(10)			

11. Do you know of any other programs that plan to replicate features of this program but have not yet done so? . . . . . ____

(1) Yes

(2) No → Go to Item 14

12. What features of this program do they plan to replicate?_____

_____

_____

13. Why are they not yet replicating the features?

(1) Are still in planning stages . . . . . ___

(2) Lack of financial support. . . . . ___

(3) Lack of staff (specify type of staff)_____. ___

_____

(4) Lack of effective leadership or administration . . . . . ___

(5) Insufficient number of children to start the program . . . . . ___

(6) Lack of space of facility. . . . . ___

(7) Other (specify)_____. ___

_____

(8) Don't know . . . . . ___

14. How many children in each of the following categories are served in this HCEEP project?

[READ EACH CATEGORY; COUNT EACH CHILD ONLY ONCE.]

(1) Trainable mentally retarded. . . . . ___ ___ ___

(2) Educable mentally retarded . . . . . ___ ___ ___

(3) Hard of hearing. . . . . ___ ___ ___

(4) Deaf . . . . . ___ ___ ___

(5) Speech impaired. . . . . ___ ___ ___

(6) Visually impaired. . . . . ___ ___ ___

(7) Emotionally disturbed. . . . . ___ ___ ___

(8) Crippled . . . . . ___ ___ ___

(9) Learning disabled. . . . . ___ ___ ___

(10) Other health impaired. . . . . ___ ___ ___

(11) Multiply handicapped . . . . . ___ ___ ___

(12) Not handicapped. . . . . ___ ___ ___

(13) Other (specify)_____ ___ ___ ___

TOTAL. . . . . ___ ___ ___

15. How many boys and how many girls are in the program?

(1) Boys . . . . . ___ ___

(2) Girls. . . . . ___ ___

16. What is the ethnic composition of the children in the program?

White	___%
Black	___
Spanish American	___
American Indian	___
Oriental	___
Other (specify)_____	___

17. What is the age range of children currently in the program?

_____years _____months to _____years _____months

18. What age are most of the children currently in the program?

_____years _____months

19. What is the academic background of each of the program staff? (Include unpaid volunteers.)

Type of Staff	Number Having				
	H.S.	Bachelor's	Master's	Doctorate	Total
(1) Project director	___	_____	_____	_____	___
(2) Assistant director	___	_____	_____	_____	___
(3) Evaluation director	___	_____	_____	_____	___
(4) Teachers (part time)	___	_____	_____	_____	___
(5) Teachers (full time)	___	_____	_____	_____	___
(6) Audio-visual technician	___	_____	_____	_____	___
(7) Consultants	___	_____	_____	_____	___
(8) Teacher aides	___	_____	_____	_____	___
(9) Occupational therapist	___	_____	_____	_____	___
(10) Physical therapist	___	_____	_____	_____	___
(11) Speech/hearing therapist	___	_____	_____	_____	___
Other (specify)					
(12) _____	___	_____	_____	_____	___
(13) _____	___	_____	_____	_____	___
(14) _____	___	_____	_____	_____	___
(15) _____	___	_____	_____	_____	___

20. Where do referrals to this program come from?

(1) Parents, family members. . . . . ___
(2) Physicians . . . . . ___
(3) Local education agencies (school districts). . . . . ___
(4) Public and private mental health agencies. . . . . ___
(5) Public and private mental retardation organizations/agencies . ___
(6) Public and private health organizations/agencies . . . . . ___
(7) Welfare agency . . . . . ___
(8) Day care centers, private preschools . . . . . ___
(9) Speech and hearing centers . . . . . ___
(10) Other (specify type_____ ___

_____

21. After a child is referred to this program, what procedures are followed to diagnose and evaluate the child?

(1) Medical examination. . . . . ___
(2) Standardized tests (RECORD RESPONSE; THEN CHECK ATTACHED LIST AND WRITE NUMBER OF TEST IN SPACE TO RIGHT). . . . . ___ ___
(a)_____ ___ ___
(b)_____ ___ ___
(c)_____ ___ ___
(e)_____ ___ ___
(3) Nonstandardized instruments developed by this project (specify)_____ ___

_____

_____
(4) Parent interviews. . . . . ___
(5) Other (specify)_____ ___

_____

_____

22. Is there a theoretical model such as the Piaget or Montessori models underlying the educational program you employ?. . . . . ___

(1) Yes (specify model)_____

_____

_____

(2) No

23. Preschool programs usually seek to develop skills and knowledge in one or more of five general areas. These areas are (1) motor; (2) communication; (3) cognitive; (4) personal-social; and (5) adaptive/self-help. In which area(s) does your curriculum concentrate?

(1) Motor. . . . . ____
(2) Communication. . . . . ____
(3) Cognitive. . . . . ____
(4) Personal-social. . . . . ____
(5) Adaptive/self-help . . . . . ____
(6) All five areas . . . . . ____
(7) Other (specify)_____ ____

_____

_____

24. What curriculum materials are you using and what are their sources?

(1) Materials developed by project staff . . . . . ____
Specify title:_____

_____

_____

(2) Materials from other sources . . . . . ____
Specify title and source/author:_____

_____

_____

25. Does this program require any special equipment that is unique to this program (or the theoretical model to which this project subscribes)? ____

(1) Yes (specify)_____

_____

_____

(2) No

26. Does this program require any specially designed space or facilities? ___

(1) Yes (specify)_____

_____

_____

(2) No

27. What procedures are used for evaluating the progress of the children in this program?

(1) Standardized tests (RECORD RESPONSE; THEN CHECK ATTACHED LIST AND WRITE NUMBER OF TEST IN SPACE TO RIGHT)

(a)_____ ___ ___

(b)_____ ___ ___

(c)_____ ___ ___

(d)_____ ___ ___

(e)_____ ___ ___

(2) Nonstandardized instruments developed by this project (specify) ___

_____

_____

_____

(3) Parent interviews. . . . . ___

(4) Teacher observation/tests/grading (specify)_____ ___

_____

_____

_____

(5) Other (specify)_____ ___

_____

_____

28. In what specific areas of skills and/or knowledge do you evaluate children's progress?

(1) Motor. . . . . ___

(2) Communication. . . . . ___

(3) Cognitive. . . . . ___

(4) Personal-social. . . . . ___

(5) Adaptive/self-help . . . . . ___

(6) All of the above . . . . . ___

(7) Other (specify)_____ ___

_____

29. In addition to <u>direct educational services to children</u>, what other services or activities does this program provide directly (either because paid project staff perform the service, or the project contracts with another agency or person to perform the service for a fee)?

[ASK ABOUT UNMENTIONED ALTERNATIVES]

(1) Social services (i.e., serving as liaison between the child and community resources) . . . . . ___

(2) Recreational activities after regular school hours . . . . . ___

(3) Medical care . . . . . ___

(4) Dental care. . . . . ___

(5) Counseling/guidance services . . . . . ___

(6) Transportation . . . . . ___

(7) In-service training to staff . . . . . ___

(8) Food service . . . . . ___

(9) Occupational therapy . . . . . ___

(10) Physical therapy . . . . . ___

(11) Speech or speech and hearing therapy . . . . . ___

(12) Parent education/training. . . . . ___

(13) Other (specify)_____ ___

_____

_____

30. Are any of the services you mentioned in the last question provided wholly or in part by volunteers?. . . . . ___

(1) Yes

(2) No → Go to Item 32

31. What would the cost of these volunteer services be if you had to purchase them?

Service	Person Hours/Year	Cost

32. Where is your program conducted?

(1) In the children's homes. . . . . ____

(2) Education facility, public or private (specify)_____ ____

_____

(3) Community agency other than educational (specify)_____ ____

_____

(4) Other (specify)_____ ____

_____

_____

LIST OF STANDARDIZED TESTS

01 ABC inventory
02 Auditory Discrimination Test-Wepman
03 Bayley Scales of Infant Development
04 Bender Visual Motor Gestalt Test
05 Cain-Levine Social Compentency Scale
06 Caldwell Preschool Inventory
07 California Test of Mental Maturity
08 Cattell Measurement of Intelligence of Infants and Young Children
09 Columbia Mental Maturity Scale
10 Concept Assessment Kit-Conservation
11 Denver Developmental Screening Test
12 Frostig Developmental Test of Visual Perception
13 Full-Range Picture Vocabulary Test
14 Gates-MacGinitie Reading Tests-Readiness Skills
15 Gesell Developmental Schedules
16 Goldman-Fristoe-Woodcock Test of Auditory Discrimination
17 Goodenough-Harris Drawing Tests
18 Hiskey-Nebraska Test of Learning Aptitude
19 Illinois Test of Psycholinguistic Abilities
20 Knox Cube Test
21 Kuhlman-Anderson Test
22 Leiter International Performance Scale
23 Lorge-Thorndike Intelligence Tests
24 Merrill-Palmer Scale of Mental Tests
25 Metropolitan Readiness Tests
26 Minnesota Preschool Scale
27 Murphy-Durrell Reading Readiness Analysis
28 Oseretsky Tests of Motor Proficiency
29 Otis-Lennon Mental Ability Test
30 Peabody Individual Achievment Test
31 Peabody Picture Vocabulary Test
32 Porteus Maze Test
33 Preschool Attainment Record
34 Ring and Peg Test of Behavior Development
35 Sequin Form Board
36 Slosson Intelligence Test for Children and Adults
37 Stanford-Binet Intelligence Scale
38 Vallett Developmental Survey of Basic Learning Abilities
39 Vineland Social Maturity Scale
40 Wechsler Intelligence Scale for Children
41 Wechesler Preschool and Primary Scale of Intelligence
42 Wide Range Achievment Test
43 Other

REPLICATIONS--FORM B

Interviewer:_____ Code:_____

Date:___/___/___ Model Code:_____

TITLE OF PROGRAM_____

_____

NAME OF SCHOOL OR CENTER_____

_____

ADDRESS_____

_____

NAME OF AGENCY_____

INTERVIEWEE_____

TITLE OF POSITION_____

OMB No. 51S74043
Expires October 31, 1975

1. From what model Handicapped Children's Early Education Program have you chosen features to replicate, either wholly or in part, in your program? . . . . . ___

   Title of program: _____

   _____

   Address: _____

   _____

2. How did you come to know about this model program?

   (1) Printed general brochures. . . . . ___

   (2) Publications on specific topics (e.g., professional journals, bulletins, bibliographies, etc.) (Specify) _____ ___

   _____

   (3) Newspaper articles, announcements. . . . . ___

   (4) Speech by HCEEP personnel to interest group. . . . . ___

   (5) Radio, television announcements, interviews, programs. . . . ___

   (6) Video tape presentation. . . . . ___

   (7) Slide or audio-slide presentation. . . . . ___

   (8) Workshops or conferences . . . . . ___

   (9) Other audio-visual (specify) _____ ___

   _____

   (10) Personal communication with persons other than HCEEP personnel (specify titles, if known) _____ ___

   (11) Other (specify) _____ ___

3. Was there someone on the model program staff who you feel was largely responsible for your becoming interested in establishing this program? . . . . . ___

   (1) Yes (specify position) _____

   _____

   (2) No → Go to Item 5

4. What was the nature of the interaction between you and this person?

   _____

   _____

   _____

5. What features of the model program did you replicate in your program?

(1) Type of handicapped children served. . . . . ____

(2) Direct educational services to children. . . . . ____

(3) Supplementary services to children (e.g., medical, dental, therapy--occupational, physical, speech, etc.--therapy). . . . ____

(4) Educational services to parents and/or family members. . . . . ____

(5) Social services (i.e., providing liaison between community resources and the families of handicapped children). . . . . ____

(6) Curriculum . . . . . ____

(7) Type of project staff. . . . . ____

(8) In-service training to staff . . . . . ____

(9) Type of materials and/or equipment . . . . . ____

(10) Type of arrangement of facility/space. . . . . ____

(11) Evaluation procedures. . . . . ____

(12) Other (specify)_____ ____

_____

_____

6. What were your reasons for replicating these components?

_____

_____

_____

_____

7. In what ways did the model program assist you in setting up your program?

(1) Provided training to our staff (specify professional titles and numbers of each who received training)_____ ____

_____

_____

(2) Provided orientation and general information about the project during workshops and conferences (specify where they were held) ____

_____

_____

_____

(3) Provided literature containing:

(a) Project description. . . . . ___

(b) Staff requirements . . . . . ___

(c) Equipment and materials requirements . . . . . ___

(d) Facility and space requirements. . . . . ___

(e) Curriculum requirements. . . . . ___

(f) Other (specify)_____ ___

_____

(4) Provided special materials:

(a) Curriculum . . . . . ___

(b) Diagnostic/evaluation tests and procedures . . . . . ___

(c) Games and other educational materials. . . . . ___

(d) Other (specify)_____ ___

_____

(5) Provided no assistance. . . . . ___

(6) Other (specify)_____ ___

_____

8. How many children in each of the following categories receive direct services from this program? [READ EACH CATEGORY; COUNT EACH CHILD ONLY ONCE]

(1) Trainable mentally retarded . . . . . ___

(2) Educable mentally retarded. . . . . ___

(3) Hard of hearing . . . . . ___

(4) Deaf. . . . . ___

(5) Speech impaired . . . . . ___

(6) Visually impaired . . . . . ___

(7) Emotionally disturbed . . . . . ___

(8) Crippled. . . . . ___

(9) Learning disabled . . . . . ___

(10) Other health impaired . . . . . ___

(11) Multiple handicapped. . . . . ___

(12) Not handicapped . . . . . ___

(13) Other (specify)_____ ___

_____

9. How many boys and how many girls are in the program?

(1) Boys . . . . . ___ ___ ___

(2) Girls. . . . . ___ ___ ___

10. What is the ethnic composition of the children in the program?

White or Caucasian. . . . . ___ ___ ___%

Black or Negro. . . . . ___ ___ ___

Spanish American. . . . . ___ ___ ___

American Indian . . . . . ___ ___ ___

Oriental. . . . . ___ ___ ___

Other . . . . . ___ ___ ___

11. What is the age range of children currently in the program?

_____years _____months to _____years _____months

12. What age are most of the children currently in the program?

_____years _____months

13. What is the academic background of each of your program staff? (Include unpaid volunteers.)

Type of Staff	Number Having				
	H.S.	Bachelor's	Master's	Doctorate	Total
(1) Project Director	___	_____	_____	_____	_____
(2) Asst. Director	___	_____	_____	_____	_____
(3) Evaluation Director	___	_____	_____	_____	_____
(4) Teachers (Part time)	___	_____	_____	_____	_____
(5) Teachers (Full time)	___	_____	_____	_____	_____
(6) Audio-Visual Technician	___	_____	_____	_____	_____
(7) Consultants	___	_____	_____	_____	_____
(8) Teacher Aides	___	_____	_____	_____	_____
(9) Occupational Therapist	___	_____	_____	_____	_____
(10) Physical Therapist	___	_____	_____	_____	_____
(11) Speech/Hearing Therapist	___	_____	_____	_____	_____
Other (specify)					
(12) _____	___	_____	_____	_____	_____
(13) _____	___	_____	_____	_____	_____
(14) _____	___	_____	_____	_____	_____
(15) _____	___	_____	_____	_____	_____

14. Where do referrals to this program come from?

(1) Parents, family members. . . . . ____
(2) Physicians . . . . . ____
(3) Local education agencies . . . . . ____
(4) Public and private mental health agencies. . . . . ____
(5) Public and private mental retardation organizations/agencies ____
(6) Public and private health organizations/agencies . . . . . ____
(7) Welfare agency . . . . . ____
(8) Day care centers, private preschools . . . . . ____
(9) Speech and hearing centers . . . . . ____
(10) Other (specify)_____ ____

_____

15. After a child is referred to this program, what procedures are followed to diagnose and evaluate the child?

(1) Medical examination. . . . . ____
(2) Standardized tests [RECORD RESPONSE; THEN CHECK ATTACHED LIST AND WRITE NUMBER OF TEST IN SPACE TO RIGHT]
(a) _____ __ __
(b) _____ __ __
(c) _____ __ __
(d) _____ __ __
(e) _____ __ __
(3) Nonstandardized instruments developed by this project (specify) ____

_____

_____

(4) Parent interviews_____ ____
(5) Other (specify) _____ ____

_____

16. Is there a theoretical model such as the Piaget or Montessori models underlying the educational program you employ? . . . . . ____
(1) Yes (specify model)_____ ____

_____

_____

(2) No . . . . . ____

17. Preschool programs usually seek to develop skills and knowledge in one or more of five general areas. These areas are (1) motor (including large and small muscle control, locomotion, coordination, physical fitness, and perceptual-motor skills); (2) communication (including understanding and expression of information and thoughts through verbal and nonverbal means); (3) cognitive (including memory, reasoning, perceptual discrimination, exploration, relations among objects); (4) personal-social (including interaction skills, development of self awareness and sex role, expression of emotions); and (5) adaptive (including self-help skills, understanding of money, skills related to starting and completing work). On which area does your curriculum concentrate?

(1) Motor . . . . . ____
(2) Communication . . . . . ____
(3) Cognitive . . . . . ____
(4) Personal-Social . . . . . ____
(5) Adaptive/Self-Help . . . . . ____
(6) All five areas. . . . . ____
(7) Other (specify)_____ ____

_____

_____

18. What curriculum materials are you using, and what are their sources?

(1) Materials developed by project staff . . . . . ____
Specify title:_____

_____

(2) Materials from other sources . . . . . ____
Specify title and source/author:_____

_____

19. Does this program require any special equipment that is unique to this program (or the theoretical model to which this project subscribes)? . . . . . ___

(1) Yes (specify)_____

_____

_____

(2) No . . . . . .

20. Does this program require any specially designed space or facilities? . . . . . ___

(1) Yes (specify)_____

_____

_____

(2) No . . . . . .

21. What procedures are used for evaluating the progress of the children in this program?

(1) Standardized tests [RECORD RESPONSE; THEN CHECK ATTACHED LIST AND WRITE NUMBER OF TEST IN SPACE TO RIGHT] . . . . . .

(a) _____ __ __

(b) _____ __ __

(c) _____ __ __

(d) _____ __ __

(e) _____ __ __

(2) Nonstandardized instruments developed by this project (specify) ___

_____

_____

_____

(3) Parent interviews. . . . . ___

(4) Teacher observation/tests/grading (specify)_____ ___

_____

_____

(5) Other (specify)_____ ___

_____

_____

22. In what specific areas of skills and/or knowledge do you evaluate children's progress?

(1) Motor. . . . . ___
(2) Communication. . . . . ___
(3) Cognitive. . . . . ___
(4) Personal-Social. . . . . ___
(5) Adaptive/Self-Help . . . . . ___
(6) All five areas . . . . . ___
(7) Other (specify)_____ ___

_____

_____

23. In addition to <u>direct educational services to children</u>, what other services or activities does this program provide? [ASK ABOUT UNMENTIONED ALTERNATIVES]

(1) Social services (i.e., serving as liaison between the child and community resources) . . . . . ___
(2) Recreational activities after regular school hours . . . . . ___
(3) Medical care . . . . . ___
(4) Dental care. . . . . ___
(5) Counseling/guidance services . . . . . ___
(6) Transportation . . . . . ___
(7) In-service training to staff . . . . . ___
(8) Food service . . . . . ___
(9) Occupational therapy . . . . . ___
(10) Physical therapy . . . . . ___
(11) Speech or speech and hearing therapy . . . . . ___
(12) Parent education/training. . . . . ___
(13) Other (specify)_____ ___

_____

_____

24. Where is your program conducted?

(1) In the children's homes. . . . . ___

(2) Education facility, public or private (specify)_____ ___

_____

(3) Community agency other than educational (specify)_____ ___

_____

(4) Other (specify)_____ ___

_____

_____

25. What are the funding sources for this program, and what percent of the funds come from each source? . . . . . .

(1) Federal:_____ ___%

(2) Local:_____ ___

(3) State:_____ ___

(4) Private:_____ ___

(5) Other (specify)_____ ___

_____

26. Approximately how many miles are you located from the model program? ___

(1) 0-25

(2) 26-50

(3) 51-100

(4) 100-300

(5) over 300

27. What is the population of the community in which this program is located?. . . . . ___

(1) less than 500

(2) 500-1000

(3) 1000-2500

(4) 2500-10,000

(5) 10,000-25,000

(6) 25,000-50,000

(7) over 50,000

28. In what type of area is this program located? . . . . . ___

(1) Urban core

(2) Urban fringe

(3) Rural

(4) Other (specify)_____

_____

LIST OF STANDARDIZED TESTS

01 ABC Inventory
02 Auditory Discrimination Test - Wepman
03 Bayley Scales of Infant Development
04 Bender Visual Motor Gestalt Test
05 Cain-Levine Social Competency Scale
06 Caldwell Preschool Inventory
07 California Test of Mental Maturity
08 Cattell Measurement of Intelligence of Infants and Young Children
09 Columbia Mental Maturity Scale
10 Concept Assessment Kit-Conservation
11 Denver Developmental Screening Test
12 Frostig Developmental Test of Visual Perception
13 Full-Range Picture Vocabulary Test
14 Gates-MacGinitie Reading Tests-Readiness Skills
15 Gesell Developmental Schedules
16 Goldman-Fristoe-Woodcock Test of Auditory Discrimination
17 Goodenough-Harris Drawing Tests
18 Hiskey-Nebraska Test of Learning Aptitude
19 Illinois Test of Psycholinguistic Abilities
20 Knox Cube Test
21 Kuhlman-Anderson Test
22 Leiter International Performance Scale
23 Lorge-Thorndike Intelligence Tests
24 Merrill-Palmer Scale of Mental Tests
25 Metropolitan Readiness Tests
26 Minnesota Preschool Scale
27 Murphy-Durrell Reading Readiness Analysis
28 Oseretsky Tests of Motor Proficiency
29 Otis-Lennon Mental Ability Test
30 Peabody Individual Achievement Test
31 Peabody Picture Vocabulary Test
32 Porteus Maze Test
33 Preschool Attainment Record
34 Ring and Peg Test of Behavior Development
35 Seguin Form Board
36 Slosson Intelligence Test for Children and Adults
37 Stanford-Binet Intelligence Scale
38 Vallett Developmental Survey of Basic Learning Abilities
39 Vineland Social Maturity Scale
40 Wechsler Intelligence Scale for Children
41 Wechsler Preschool and Primary Scale of Intelligence
42 Wide Range Achievement Test
43 Other

APPENDIX B

VERIFICATION OF HANDICAPPING CONDITION REPORT FORM

APPENDIX B

PSYCHOLOGIST_____ DATE OF COMPLETION_____

DEGREE_____

CREDENTIALS: Yes___ No___ Date_____

LICENSED: Yes___ No___ Date_____

VERIFICATION OF HANDICAPPING CONDITION REPORT FORM

CHILD'S CODE NUMBER:_____

BIRTHDATE:_____ SEX:_____
month day year

Name of HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM:

_____

STREET:_____

CITY:_____ STATE:_____ ZIP:_____

DATE CHILD FIRST ENROLLED IN PROGRAM:_____
month day year

OMB No. 51S74043
Expires October 31, 1975

VERIFICATION OF HANDICAPPING CONDITION REPORT FORM

1. SPECIFY THE CATEGORY, OR CATEGORIES, OF HANDICAPPING CONDITIONS CURRENTLY APPLICABLE TO THE CHILD. PLACE "1" BY THE PRIMARY OR MAIN HANDICAP; PLACE "2" BY ALL OTHER SECONDARY OR ADDITIONAL HANDICAPS.

__ Educable Mentally Retarded
__ Trainable Mentally Retarded
__ Learning Disabled
__ Emotionally Disturbed
__ Speech Impaired
__ Deaf
__ Hard of Hearing
__ Visually Impaired
__ Crippled
__ Other Health Impaired
__ Other (specify)_____

Commencs:_____

_____

2. WHAT CATEGORY, OR CATEGORIES, OF HANDICAPPING CONDITIONS DO THE HCEEP STAFF CONSIDER APPLICABLE TO THE CHILD. INDICATE THE PRIMARY OR MAIN HANDICAP BY PLACING "1" BESIDE THE APPROPRIATE CATEGORY. INDICATE SECONDARY HANDICAPS BY USING "2".

__ Educable Mentally Retarded
__ Trainable Mentally Retarded
__ Learning Disabled
__ Emotionally Disturbed
__ Speech Impaired
__ Deaf
__ Hard of Hearing
__ Visually Impaired
__ Crippled
__ Other Health Impaired
__ Other (specify)_____

Comments:_____

_____

3. TO BE COMPLETED USING CEEDI:
INDICATE THE CHILD'S CURRENT LEVEL OF FUNCTIONING IN EACH OF THE FOLLOWING SKILL AREAS USING THE SCALE PROVIDED BELOW (check one cell only for each area).

	3 or More Yrs. Below	2 Yrs. Below	1 Yr. Below	At Age Level	1 Yr. Above	2 Yrs. Above	3 or More Yrs. Above
Cognitive Functioning							
Motor Skills							
Communication Skills							
Social Behavior							
Self Help/Adaptive Skills							

Comments: _____

_____

_____

_____

4. BASED ON INFORMATION FROM THE CHILD'S FILE, YOUR OBSERVATIONS, TESTING AND CONSULTATION WITH PROJECT STAFF, INDICATE WITH A CHECKMARK (✓) WHICH SERVICES THE CHILD NEEDS. WRITE IN AND CHECK ANY ADDITIONAL SERVICES NOT LISTED.
ALSO INDICATE THOSE SERVICES THAT ARE CURRENTLY BEING PROVIDED TO THE CHILD AND IF THEY ARE PROVIDED BY THE HCEEP PROJECT OR SOME OTHER SOURCE. CHECK BOTH HCEEP AND OTHER COLUMNS IF THE SAME SERVICE IS PROVIDED BY BOTH.

SERVICES	Needed	Provided by HCEEP	Provided by Other Source
Food service			
Dental			
Diagnostic and/or evaluative			
Medical			
Speech therapy			
Occupational therapy			
Physical therapy			
Vision therapy			
Speech and hearing therapy			
Social			
Counseling/guidance			
Recreational			
Educational			
Transportation			
Other (specify)			
_____			
_____			

Comments: _____

5. INDICATE WITH A CHECKMARK (✓) WHICH OF THE METHODS (records, observation, testing, or interviews) YOU USED TO DETERMINE THE CHILD'S HANDICAPPING CONDITION(S) AND SERVICES NEEDED AND PROVIDED. DESCRIBE THE TECHNIQUE(S) AND/OR RECORD RESULTS OF OBSERVATION AND TESTING.

☐ INFORMATION FROM EXISTING RECORDS

Name of Instrument(s) Used	Date(s) Administered:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Specialist's Report(s): Include kind of specialist, test or examination performed, date, and give brief description of results.

_____

_____

_____

_____

_____

Case History or Other Reports: Brief description of information obtained.

_____

_____

_____

_____

_____

☐ DIRECT OBSERVATION OF CHILD

Technique(s) Used _____

_____

_____

Observations: Date, duration, conditions

Date	Duration	Conditions/Settings
_____	_____	_____
_____	_____	_____
_____	_____	_____

Summary of Results: _____

_____

_____

_____

_____

☐ TESTING

Name of Instrument(s) Used:	Date(s) Administered:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Summary of Results _____

_____

_____

_____

_____

☐ INTERVIEWS

Date	Position of Staff Member
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Summary of Information Obtained: _____

_____

_____

_____

_____

_____

6. PLEASE ADD ANY COMMENTS THAT YOU FEEL ARE APPLICABLE.

_____

_____

_____

_____

_____

APPENDIX C

INSTRUCTION PACKAGE FOR VERIFYING PSYCHOLOGISTS

APPENDIX C

STATEMENT OF PSYCHOLOGIST'S TASK

The purpose of this task is to determine what handicaps the children selected for evaluation have, what services they need, and what services are being provided to them. You are to determine this through searching existing records, observation, using assessment instruments, and talking with project staff.

It is very important that you recognize that some of the HCEEP projects will be quite sensitive about this task, since they will have assessed the children's skills prior to entrance into the program. Some may feel threatened that an outside psychologist is coming in to "check up" on their procedures and judgments, although that is not the purpose of this task or the evaluation study. For that reason, Battelle asks that you explain your task as one of determining the handicapping condition(s) of the child which have implications for the child's potential educability and for the teaching approaches that may be effective for the child. Information gathered by you and psychologists at other project sites will assist Battelle in more clearly defining the kinds of handicaps being treated by HCEEPs. Also, both primary and secondary handicaps are to be determined and reported by you. At present, HCEEPs report the primary handicap of each child. The "multiple-handicapped" category is apparently interpreted in several different ways by the various projects.

Your task is distinctly different from that of the Battelle team that will visit the project in the fall and spring . That team will be concerned with assessing the developmental level of each child selected. The Children's Early Education Developmental Inventory (CEEDI)* will be used as the assessment tool.

While the time periods allowed for your visit and the Battelle visit are very close in time, it is hoped that you will be able to complete your task before Battelle representatives arrive at the HCEEP project.

---

* CEEDI is an experimental instrument developed by Battelle specifically for evaluation of children in HCEEPs.

You will probably be the first person representing Battelle who will visit the HCEEP project. Although you are free to answer (hopefully, in a manner that does not create anxiety) any of the staff's questions concerning your task, please refer questicns concerning the overall evaluation study or specific tasks other than yours to Battelle staff.

INFORMATION ON HCEEP PROGRAM

Title:

Sponsoring Agency:

Address:

Director*:

Assistant Director*:

Telephone Number:

Starting of project:

Date by which your data should be gathered:

Type(s) of handicap served:

Number of children you are to evaluate:

Code numbers of children to be evaluated:

Code numbers of alternate children**:

1st alternate ____ 3rd alternate ____

2nd alternate ____ 4th alternate ____

Comments:

---

* Most current information

** To be given to project staff only if a parent of a child in the original sample refuses to cooperate.

VERIFICATION OF HANDICAPPING CONDITIONS AND EDUCATIONALLY-RELATED NEEDS

ON WHOM WILL YOU GATHER DATA?

You will be responsible for gathering data and completing forms for the number of children indicated on the preceding page. The code numbers* of these children will be forwarded to you as soon as they are selected by Battelle. These children are new enrollees in the Handicapped Children's Early Education Program (HCEEP). The children were selected at random from a list provided by the program. The program was selected at random from among all the HCEEPs that are in at least their third year of operation.

WHAT STEPS DO YOU TAKE IN COMPLETING THIS TASK?

First, read through all the materials and instructions provided to you in this package. You should familiarize yourself very thoroughly with the Verification of Handicapping Condition Report Form (VHCRF) so you have no doubt as to what kind of information you must look for and report on to Battelle. If you have any questions concerning procedure, please do not hesitate to call one of the following persons immediately:

Jean Newborg - Battelle (614) 299-3151, X1705

Jack Stock - Battelle (614) 299-3151, X2336

Second, after you fully understand the procedures and have received a list of code numbers of children whom you are to evaluate, make a telephone contact with the HCEEP director (or the assistant director).

---

* To safeguard anonymity, names of children were not made known to Battelle. Instead, the Project Director alphabetized the names of new enrollees and assigned consecutive numbers (i.e., 01, 02, 03, etc.). The information sheet with names and code numbers is kept by the HCEEP program.

By the time you call, the project should have been notified of the code numbers of children who were selected, and will have been asked to obtain written permission for testing each of the children selected.

During your telephone contact, cover the following points:

- Identify yourself and explain that you have been contacted by Battelle to do an independent evaluation of selected children. Stress that you will utilize information from several sources, including the child's record, observation, structured assessment, and interviews with project staff.
- Confirm that the list of code numbers of children you received is the same as that sent to the project director. Verify that these children are new enrollees* and they are still going to be in or have just been admitted to the program. Ask the project director if written parental permission has been obtained yet. If it has not been obtained, encourage the director to have it by the time you arrive at the project to gather your data.

NOTE: If the director indicates that certain parents have refused to give permission, provide him/her with an alternate code number from your list and request that that child's parents be asked for permission. The project director will not receive a list of alternatives since this might encourage "picking and choosing or deleting" certain children. DO NOT OFFER ALTERNATE NUMBERS UNTIL THE PROJECT INDICATES THAT A PARENT WILL NOT GIVE HIS CONSENT, OR UNTIL IT IS DETERMINED THAT AN INITIALLY SELECTED CHILD WILL NOT BE ENROLLED IN THE PROGRAM.

- Set dates for visiting the project and gathering data on the children. Include a brief meeting with the director at the beginning of your visit.

---

* "New enrollees" means children considered by the project (and others) to be handicapped in some way, and who have never before this fall received direct services from the HCEEP program. For year-round project a new enrollee is one who has one month or less of program experience as of September 1, 1974.

Third, visit the HCEEP project in person. The following points should be covered. In meeting with the director, re-explain your involvement, stressing that your task is one of independent evaluation to determine each child's educational needs based on his handicapping condition. Remember that this may be a sensitive topic for some projects, so avoid comments that suggest that you, Battelle, or the Federal Government is "checking up" on the project.

- Ask to see the written permission forms for each child selected to insure that it is alright to proceed. (The Battelle staff member who will visit the project will also need to see the signed forms. Battelle's copy of the parental permission form will be taken from the project by the visiting staff member)
- Explain what procedures you will be following in gathering data on each of the children, including
  - looking at existing records
  - observing the child
  - testing, assessing by structured technique
  - interviewing staff members for their input regarding the child's educational and supportive service needs, as well as their assessment of the handicapping conditions the child has.

Fourth, initiate data collection efforts for each child. The steps below should be followed in the order given.

- Look at each child's record folder. Note assessment techniques/tests previously used, when they were administered, what the results indicated, and what new data, if any, will be needed for you to complete requirements on the verification form. Also note specific behaviors that are recorded that input to a diagnosis, such as head-banging, preservation behaviors, little or no speech, withdrawal, etc.

There are two overall purposes in examining the existing records. First, some of the information contained in the records may be used by you as it stands in arriving at an independent decision regarding the handicapping condition of the child. If, in your professional judgment, instruments and techniques used are generally acceptable in terms of standardization, reliability, etc., and to have been used appropriately, and if you have no doubt concerning the reliability and validity of the results (such as results from several tests which indicate similar results) you may elect to use that existing data to make your judgment and to record on the verification form.

Second, examination of the records will provide you with input regarding what kinds of additional instruments you will need to consider to complete the verification form, and should suggest to you specific tests that you will use.

Note tests and results directly related to a handicapping condition, particularly examinations performed by specialists such as medical doctors (e.g., physical growth; neurological, orthopedic, or sensory abnormalities), audiologists (i.e., audiograms, dB loss), opthamologists (vision), psychiatrists (emotional stability), and others. Since you will be unable to conduct such specialized examinations personally, it will be necessary that you rely on those results to assist you in making decisions concerning the child's handicapping conditions.

After noting specialized tests and examinations, as well as specific behaviors that are recorded, determine what standardized assessment instruments were used (e.g., Stanford-Binet, WISC, ITPA, Leiter, Valett, ect.) and how recently.

For the most part, test and examination results which you utilize from the child's existing record should be no more than one year old. There may be exceptions, of course, such as doctor's examinations which confirm that a child is congenitally blind or deaf, has cerebral palsy, or indications that a birth defect is responsible for severe and permanent retardation.

Information from this first step in your data collection effort should be recorded on the VHCRF, page 4, item 5.

Also while reviewing the folder, make note of any diagnoses of or provision for service for specific educationally-related needs (page 3, item 4 of the VHCRF). For example, note if the record shows that any speech screening test, medical check-up or other diagnostic technique has been planned or completed, or if any resulting service was required or initiated. As you review the folder, have the list of needs about which you are to report beside you for easy reference.

- Observe each child in the classroom and other settings, if possible, noting skills and deficits. It is suggested that you plan to observe for a total of approximately one hour. Break the one hour into several smaller segments to allow observation of the child in different situations, at different times of the day, and interacting with different people (peers and adults, teachers, parents--if possible--and others).

Information from the second step in your data collection effort should be recorded on the VHCRF, page 5, under "Direct Observation".

- Assess the child. When additional measures are needed, you are to select an appropriate instrument and administer it. You, not Battelle, will be responsible for providing the kit, scoring sheets, and any materials required for the selected instruments. For low incidence handicapping conditions, consult the attached list of tests from which Battelle requests that you make your choice. You may elect to use the same instrument that was used by the project to assess the child (particularly if their testing was done more than one year prior) or, preferably, a different instrument.

  Information from the third step in your data collection effort should be recorded on the VHCRF, page 5, under "Testing".

- Talk with project staff who are familiar with the child, particularly those staff who interact with the child on a regular basis and who can provide reliable reports concerning his/her handicapping condition and educationally-related needs. Try to remain objective in listening to staff comments; utilize their information (as you did the records, observation, and your assessments) in arriving at your own independent judgment about handicap(s) and needs.

  If you feel that any specific diagnostic test (primarily of a medical nature such as neurological examinations, or requiring equipment that you do not operate, (such as audiometric devices) are required to definitely confirm the existence of a handicapping condition, ask the staff if such a test is planned, who would administer it, and approximately when this will be done. This information should be noted on page 3, item 4.

Also, during your interaction with staff, obtain information to complete item 2, page 1 of the VHCRF concerning how the project will report the handicapping category of the child on the application form or in the final report to BEH*. The project director, or whoever completes either or both of these forms is the preferred source of information for this item.

Fifth, after all your data collection efforts are done, complete the verification form. At this time, you should compile your various notes from the child's record, direct observation, observations and indications obtained from formal assessment instruments, and notes from staff interviews to make your own judgments about the child in the two reporting areas: primary and secondary (item 1), handicap(s), and needs (item 4). Your judgments, as well as the details and comments on how you arrived at your judgment, should be clearly recorded on each form. Further directions and explanation of the form is given below. Please read the information applicable to each item before completing that item.

---

* BEH accepts the definition of handicaps which are utilized by the various state education agencies. When making your judgments concerning handicaps, use the existing state or local definitions also.

COMPLETING THE VHCRF

Item 1

The purpose of this item is to determine what the child's handicapping condition(s) is (are). The categories listed are those which HCEEPs are to use for Federal government reporting purposes. It is important that both the primary and secondary, or additional, handicaps be indicated. Write "1" by the category that, in your judgment, best describes the child's main or primary handicap, or the handicap that is currently most debilitating or disabling to the child in terms of functioning in an educational setting. For some children, you may decide to check only one handicap category.

After indicating the primary handicap, place a "2" by each additional handicapping condition which you judge the child to have. Do this for as many categories as you think apply.

Avoid using the label of "Developmentally Delayed" unless absolutely necessary. If you do use it, describe the areas in which the child is delayed, such as motor development, speech, etc.

Item 2

This item is essentially the same as the first; however, it should be the judgment of the project director or staff. Determine through talking with staff how they would report the child on the application form and/or interim and final reports to BEH. If they use some other "label", question further to determine which of the categories listed is essentially the same as the project label. Record the project label under "comments" if the BEH categories can be used. If the categories cannot be used, write in the project label under "Other (specify)".

Some projects refuse to label by various categories and, instead, indicate in their reports that all children are multiply-handicapped. If

this is the case for the project you contact, please note this under "comments" for item 2.

Item 3

Do not complete this item. The Battelle representative who administers the CEEDI to the child will complete item 3.

Item 4

This item is concerned with identifying educationally-related needs, and noting if such needs are currently being met through services provided by either the HCEEP or some other source. Identification of the needs should be your judgment based on the various sources of information. Consider project staff comments, but try to remain objective in making your decision.

If you feel that sufficient information was not available in records, and that you cannot make a definite judgment concerning type of handicap(s) without furthermore technical evaluations (e.g., neurological or audiological examination), question the staff in greater depth concerning the "Diagnostic and/or evaluative" category for item 4. Indicate what, if anything, the project plans in the future regarding diagnosis or evaluative services for the child, and record details: what, when, by whom.

Item 5

This item asks you to record what methods you used to gather the information to answer items 1, 2, and 4. Be sure to include requested information on: already existing records in the child's folder, direct observation of the child, individual testing sessions, and interviews of project staff.

Item 6

Comments on overall or specific points regarding the verification process for the child should be noted here. List and briefly describe any special medical problems, whether they are related to the child's handicap or not.

WHAT MATERIAL SHOULD BE SENT TO BATTELLE?

Package the following materials and send them by REGISTERED MAIL to Staff Development Consultants, 92 South Dawson, Columbus, Ohio 43209.

(1) A Verification of Handicapping Condition Form for each child you are assigned to assess. The names of the children should not appear on these forms; only their code numbers should identify individual children.

(2) All protocol material from instruments you used to assess children.

(3) The invoice for your work.

(4) A copy of your vita, describing at least your academic degrees and major subject of study, licenses, credentials, and major experience.

TECHNIQUES, PROCEDURES, AND INSTRUMENTS THAT ARE APPROPRIATE FOR LOW INCIDENCE HANDICAPPING CONDITIONS

BLIND AND SEVERE VISUAL IMPAIRMENT

Medical Records

(1) Examination by opthamologists, optometrists and other medical information and degree of visual impairment if more than one disability, list of diseases during infancy and early childhood.

(2) Prognosis: For example, will vision become one debility. Surgery for treatment indicated, limited physical interactions, any information suggesting more severe prognoses.

Psychological Instruments

(1) Maxfield-Buchholz--Scale of Social Maturity

(2) Hayes-Binet Interim Scale of Intelligence

(3) Wechsler Primary and Preschool Scale of Intelligence (verbal scale only)

(4) Wepman Auditory Discrimination (6 years age and older)

(5) A form of Sequin Form Board as found in Merrill Palmer, or WPPSI to give a Haptic Score

Educational

(1) Note whether low vision aids have been prescribed. Note if child is utilizing them, or is he/she being taught Braille or combination thereof.

(2) Additional specialist evaluation and prescription such as occupational therapist, physical therapist, or vision resource teacher.

DEAF AND HARD OF HEARING; SEVERE SPEECH IMPAIRMENT

Medical Records

(1) Examination by otologist and possibly neurologist depending on cause of impairment
(2) Degree of disability in each ear, cause (if known) of disability, and list of diseases and surgery which might have had an additional effect on degree of disability.
(3) Prescription of hearing aid--one or both ears.

Psychological Instruments

(1) Leiter International Performance Scale
(2) Performance parts of Merrill-Palmer
(3) Wechsler Preschool and Primary Scale of Intelligence (Performance Scale)
(4) Wechsler Intelligence Scale for Children (Performance Scale)
(5) Hiskey-Nebraska Test of Learning Aptitude (for older children)
(6) Bender Visual Motor Gestalt
(7) Vineland Social Maturity Scale (from parents)

Educational

(1) Note whether the use of manual, aural or total communications is method utilized to teach child. What are his means of communication? (The philosophy of program may assist in determining method that is currently being utilized.)

MULTIPLY HANDICAPPED, PHYSICALLY HANDICAPPED AND OTHER HEALTH HANDICAPS RESULTING IN POSSIBLE PHYSICAL IMPAIRMENT

Medical Records

(1) Comprehensive diagnosis by attending physician as to cause and debilitating areas; is surgery needed or is surgery projected in near future. Frequently medical records include diagnosis by several specialists (neurologist, opthamologist, otologist, orthopedic surgeon, speech pathologist and possibly nutritionist).

(2) Diseases child has had during the early years from birth to school age

(3) A description of medication given to child should be noted and whether medication is given during the day in the school program and/or at home. Unusual allergies to medication should be noted as well as allergies inhibiting child's performance in program.

(4) Therapy prescription should be part of medical records.

Psychological Instruments

(1) Columbia Mental Maturity Scale (for severely impaired)

(2) Leiter International Performance Scale (language impaired but are able to utilize hands and arms)

(3) Peabody Picture Vocabulary Test (severely impaired with little speech) OK for receptive language

(4) Stanford Binet Intelligence Scale

(5) Wechsler Preschool and Primary Scale of Intelligence

(6) Wechsler Intelligence Scale for Children (including new revision)

(7) Vineland Social Maturity Scale (parent interview)

Educational

Instruments utilized to assess whether learning is taking place may be in the form of non-standardized tests (such as teacher made competency based measures). Note whether child is being individually tutored by resource persons such as speech therapists or occupational therapists for such skills as typing, visual perception and sensorimotor skills, etc.

(1) Frostig Developmental Test of Visual Perception (administered by occupational therapist)

HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM - APPLICATION AND REPORT

12. TYPE OF SPONSORING AGENCY *(Please check the most appropriate category)*

A. [XX] PRIVATE NONPROFIT ORGANIZATION	F. [ ] OTHER PUBLIC AGENCIES *(State health dept, etc.)*
B. [ ] STATE EDUCATION AGENCY	G. [ ] UNIVERSITY
C. [ ] REGIONAL EDUCATION AGENCY	H. [ ] COMMUNITY ACTION AGENCY
D. [ ] COUNTY EDUCATION AGENCY	I. [ ] OTHER *(Specify)*
E. [ ] LOCAL EDUCATION AGENCY	

J. PLEASE CHECK HERE IF THIS IS A JOINT OR COOPERATIVELY SPONSORED PROJECT OF TWO OR MORE AGENCIES [ ]

SECTION B - PROJECT PARTICIPATION

13. CHILDREN RECEIVING DIRECT SERVICES - BY TYPE OF HANDICAP

TYPE OF HANDICAPPED CHILDREN SERVED	NUMBER OF CHILDREN SERVED BY AGE *(In years)*										
	UNDER 1	1	2	3	4	5	6	7	8	9	TOTAL
A. TRAINABLE MENTALLY RETARDED											
B. EDUCABLE MENTALLY RETARDED											
C. HARD OF HEARING											
D. DEAF											
E. SPEECH IMPAIRED											
F. VISUALLY IMPAIRED											
G. EMOTIONALLY DISTURBED				8	8						16
H. CRIPPLED											
I. LEARNING DISABLED											
J. OTHER HEALTH IMPAIRED											
K. TOTAL *(Sum of Lines A through J)*				8	8						16
L. MULTIHANDICAPPED FOR WHOM COMPONENTS OF THIS PROJECT WERE DESIGNED											

SAMPLE APPLICATION FORM SHOWING HANDICAPPING CONDITION CATEGORIES

A. IF THIS IS AN APPLICATION, PLEASE ENTER THE ESTIMATED NUMBER OF CHILDREN TO BE SCREENED *(IF ANY)* AS A PART OF PROJECT ACTIVITY DURING THE NEXT GRANT YEAR	60
B. IF THIS IS A REPORT, PLEASE INDICATE THE NUMBER OF CHILDREN WHO WERE SCREENED AS A PART OF PROJECT ACTIVITY DURING THE LAST GRANT YEAR	
C. IF THIS IS A REPORT, PLEASE INDICATE THE NUMBER OF CHILDREN SCREENED WHO WERE CONSIDERED TO NEED SPECIAL SERVICES	

15. NUMBER OF CHILDREN RECEIVING DIRECT SERVICES - BY SPECIAL CATEGORY

A. MINORITY GROUPS

1. AMERICAN INDIAN	2. ~~NEGRO~~ Black	3. ORIENTAL	4. SPANISH SURNAMED AMERICAN	5. TOTAL
	12		4	16

B. BY DEMOGRAPHIC AREA

1. LARGE CITY OVER 500,000 POPULATION	2. LARGE CITY, 200,000 TO 500,000 POPULATION	3. SUBURB OF A LARGE CITY	4. MIDDLE SIZE CITY, 50,000 TO 200,000 POPULATION
5. SUBURB OF A MIDDLE SIZE CITY	6. RURAL AREA NEAR A MIDDLE SIZE CITY	7. SMALL CITY OR TOWN LESS THAN 50,000 POPULATION	8. RURAL AREA NOT NEAR A LARGE OR MIDDLE SIZE CI

16. OTHER PROJECT PARTICIPATION

A. PERSONNEL RECEIVING INSERVICE TRAINING *(Give number)*

TEACHERS	TEACHER AIDES	OTHER PERSONNEL	TOTAL

B. NUMBER OF PARENTS RECEIVING DIRECT SERVICES THROUGH PROJECT FUNDS	
C. NUMBER OF NON-PAID VOLUNTEERS PARTICIPATING IN THIS PROJECT	

APPENDIX D

QUALIFICATIONS OF VERIFYING PSYCHOLOGISTS

Qualifications			Qualifications		
Degree Level	Certification	Specialties	Degree Level	Certification	Specialties
1. Ph.D.	Credentialed and Licensed in Alabama	School Counseling Behavior Modification Early Childhood	6. MA (working toward Ph.D.)	Certified School Psychologist	Special Education Media Services for the Handicapped School Psychology
2. Ph.D.	Credentialed and Licensed in Arkansas	School Counseling and Diagnosis Educational Measurement and Evaluation	7. Ph.D.	Credentialed and Licensed in Georgia and Indiana	Neuropsychology Learning Disabilities Developmental Stages Medical Research in Learning Disabilities Psychodiagnosis
3. Ph.D.	Credentialed in California	Clinical Child Psychology Childhood Learning Theory and Process School Psychology	8. M.Ed.	Credentialed School Psychologist	Special Education of Mentally Deficient Diagnostic and Assessment
4. Ed.D.	Credentialed and Licensed in Colorado	Learning Difficulties School Counseling and Psychology Special Education Special Education of Emotionally Disturbed	9. Ph.D.	Credentialed in Ohio Licensed in Pa.	Learning Disability Language Impairment Multi-handicapped
5. Ph.D.	Credentialed in Connecticut and Georgia (in progress)	Child Growth and Development	10. MA	Certified in Iowa	School Psychology Furthering Professional Group Experience

Qualifications			Qualifications		
Degree Level	Certification	Specialties	Degree Level	Certification	Specialties
11. Ed.S (working toward Ph.D.)	Certified in Iowa	School Psychology Educational Strategies Counseling	17. Ed.D	Certified and Licensed in Texas	Special Education Administration of School Psychological Services Early Childhood/ Handicapped
12. Ph.D	Certified in Iowa	School Psychology Preschool Programs Evaluation	18. Ph.D	Certified in Virginia	School Psychology Counseling College Teacher
13. Ed.S	Certified and Licensed in Minnesota	School Psychology Clinical Practice Learning Problems	19. Ph.D	Licensed in North Carolina	Minority Children Hearing Disabilities Measurement
14. Ph.D	Certified in New Jersey, Illinois, and Pennsylvania. Licensed in Pennsylvania Diplomate of American Board of Professional Psychology	Special Education Educational Measurement and Evaluation Special Education of Mentally Deficient School Psychology	20. Ph.D	Certified in North Dakota	Clinical Child Psychology Childhood Disorder Assessment
15. Ed.D	Credentialed in New Jersey and Pa.	Administration of School Psychology Services Preschool Education and Day Care			
16. Ph.D	Credentialed in Wisconsin	School Psychology Minority Students			

Qualifications			Qualifications		
Degree Level	Certification	Specialties	Degree Level	Certification	Specialties
21. MA	Certified and Licensed in Oklahoma	Learning Disabilities Administration of School Psychological Services Preschool Screening	26. Ph.D	Credentialed and Licensed in Washington and California	Child Rearing Practices Behavior Modification School Psychology Educational Psychology
22. Ph.D	Certified and Licensed in Texas	Behavior Problems Emotional Adjustment Testing Special Education of Emotional Disturbed Child Growth and Development	27. Ph.D	Licensed in Washington	Clinical Child Psychology Behavior and Mental Disorders Special Education Educational Measurement and Evaluation
23. Ph.D	Certified in Texas	Special Education School Psychology	28. Ed.D	Certified and Credentialed in California Diplomate of American Board of Professional Psychology	School Psychology Learning Deficiencies Child Growth and Development Special Education Educational Measurement and Evaluation Mental Retardation
24. Ph.D	Credentialed and Licensed in Pennsylvania	School Psychology Clinical Child Psychology Educational Measurement and Evaluation Gifted	29. Ph.D	Certified and Licensed in North Carolina	Training School Psychologists Administrative Services for Schools Decision Making
25. MA (working toward Ed.D.)	Certified in Virginia	School Psychology Counseling College Teacher	30. Ph.D	Credentialed and Licensed in Texas and Oklahoma	Private Practice Clinical Child Psychology Personality Measurement

APPENDIX E

PARENTAL PERMISSION FORMS TO ASSESS CEEDI CHILDREN AND TO FOLLOW-UP GRADUATES

APPENDIX E

REQUEST FOR PARENT PERMISSION

The Bureau of Education for the Handicapped has funded a number of special programs across the country to provide education to preschool children. The services provided to your child are from one of these special programs.

To find out how effective the special programs are in helping children, the Bureau awarded a contract to Battelle's Columbus Laboratories, Columbus, Ohio, to gather information from some of the programs. The program that serves your child was one of several that was randomly selected.

To know how much children are helped by special programs, Battelle plans to measure the skills of some of the children. Battelle used a random selection procedure (similar to drawing numbers from a hat) to select children about which it would like to obtain information. Your child is one of the children selected. We would like your written permission to do the following:

(1) Permission for a psychologist to look at your child's record folder; observe him or her at the program (or at home if the services are given only in the home); and, if necessary, to conduct tests to find out the child's educational needs.

(2) Permission for a Battelle representative to measure your child's skills this fall (1974) and again next spring (1975). Each session will take two hours or less.

Information that Battelle gathers on your child will be put together with that of other children. Your child's name will never appear in any report. In fact, Battelle will use only a code number to keep track of information on your child.

As another way of finding out about the program, Battelle would like to talk with you about the services your child receives, the progress he or she has made while in the program, and how satisfied you are with the program. This interview will be done in the spring of 1975, and will take about one-half hour of your time. The Battelle representative will meet with you at your home, or any place that is convenient for you.

The Bureau and Battelle feel that the evaluation of special programs is a very worthwhile one. Its results will be very important in the future funding of special programs for preschool children who have special needs. We ask that you consider the services your child and many others are receiving in making your decision. Your cooperation will be very much appreciated.

* * * *

I have read the description of the Battelle study (or it has been read to me), and will allow information to be gathered on my child, _____. I agree to give permission (1) for a psychologist to look at my child's record folder; observe him/her at the program (or home); and, if necessary, to conduct tests to determine his/her education needs; and (2) for a Battelle representative to measure my child's skills during two sessions: once this fall of 1974, and again in the spring of 1975.

In addition, I agree to talk with a Battelle representative in the spring of 1975 about my child's progress and my satisfaction with the program.

Date:_____ Signed:_____

Relationship to child:_____

REQUEST FOR PARENT PERMISSION TO FOLLOW-UP

The Bureau of Education for the Handicapped has funded a number of special programs across the country to provide education to preschool children. The services provided to your child were from one of these special programs.

To find out how effective the special programs are in helping children, the Bureau awarded a contract to Battelle's Columbus Laboratories, Columbus, Ohio, to gather information from some of the programs. The program that served your child was one of several that was randomly selected.

To know how much children have been helped by special programs, Battelle would like to follow-up some of the children who have received services. A random selection procedure (similar to drawing numbers from a hat) was used to select children about whom it would like to obtain information. Your child is one of the children selected. We would like your written permission to contact your child's teacher or the person in a program who cares for your child. A Battelle representative will talk to this person about contact he/she had with the special program, any special help received from the program, and will ask about the skills your child has gained.

Information that Battelle gathers on your child will be put together with that of other children who have received special services from programs across the country. Your child's name will never appear in any report. In fact, Battelle will use only a code number to keep track of information of your child.

The Bureau and Battelle feel that the evaluation of special programs is a very worthwhile one. Its results will be very important in the future funding of special programs for preschool children who have special needs. In making your decision, we ask that you consider the services your child received as well as the needs of many other children yet unserved. Your cooperation will be very much appreciated.

* * * *

I have read the description of the Battelle study (or it has been read to me), and approve having a Battelle representative speak with my child's teacher (or person in a program who cares for my child). I understand that during the interview questions will be asked about the skills that my child has gained.

Date:_____ Signed:_____

Relationship to child:_____

APPENDIX F

BIBLIOGRAPHY OF SOURCE TESTS

APPENDIX F

BIBLIOGRAPHY

The following instruments and literature were utilized as resources in identifying behaviors of normal child development, developing test items, and/or determining appropriate age placement for each item.

(1) Bayley Scales of Infant Development Manual, by Nancy Bayley, Psychological Corporation, New York, 1969.

(2) Concept Assessment Kit - Conversation, by M.L. Goldschmid and P.M. Bentler, Educational and Industrial Testing Service, San Diego, California, 1968.

(3) Carolina Developmental Profile, Administration Manual, University of North Carolina.

(4) Denver Developmental Screening Test Manual, by William K. Frankenburg, Josiah B. Dodds, and Alma W. Fandal, rev. ed., 1970, Denver, Colorado, 1967 and 1970.

(5) Developmental Guidelines, Early Childhood Education for Handicapped, Edgewood Independent School District, San Antonio, Texas.

(6) Developmental Profile, by Gerald Alpern and Thomas Boll, Psychological Development Publications, Indianapolis, Indiana, 1972.

(7) Developmental Test of Visual-Motor Integration, by Keith E. Beery, Follett Educational Corporation, Chicago, Illinois, 1967.

(8) Gesell Developmental Schedules, by Arnold Gesell, Psychological Corporation, 1949.

(9) Inventory of Developmental Tasks, Santa Clara United School District, Santa Clara, California.

(10) Kohn and Silverman Competence Rating Scale for Pre-School Children, as referenced in "A Social Competence Scale and Symptom Checklist for the Pre-School Child", by Kohn, Martin, and Rosman, Bernice L., Dev. Psy., 1972, Vol. 6, No. 3, pp 430-444.

(11) Learning Accomplishment Profile, Anne R. Sanford, Chapel Hill Training - Outreach Project, Lincoln Center, Chapel Hill, North Carolina.

(12) "Manual for Assessing Scoial Abilities of One- to Six-Year-Old Children" from Experience and Environment--Major Influences on the Development of the Young Child, Vol. 1, by Burton L. White and Jean C. Watts, Prentice-Hall, 1973.

(13) "Manual for Testing Language Ability" (Meyers Vocabulary Test) from Experience and Environment--Major Influences on the Development of the Young Child, Vol. 1, by Burton L. White and Jean C. Watts, Prentice-Hall, 1973.

(14) The Marshalltown Project Behavioral Prescription Guide, Marshall-Poweshiek Joint County School System, Marshalltown, Iowa.

(15) The Measurement of Intelligence of Infants and Young Children, by Psyche Cattell, Psychological Corporation, New York, 1940.

(16) MEMPHIS Comprehensive Developmental Scale, by Alton Quick, Thomas Little, and A. Ann Campbell, Project MEMPHIS, Memphis State University, Memphis, Tennessee, 1973.

(17) Merrill-Palmer Test Materials, Stoelting Company, Chicago, Illinois.

(18) Oseretsky Test of Motor Proficiency, A translation from the Portuguese adaptation, sponsored and edited by Edgar A. Doll, American Guidance Service, Inc., Circle Pines, Minnesota, 1946.

(19) Peabody Individual Achievement Test, Vol. II, by Lloyd M. Dunn and Frederick C. Markwardt, Jr., American Guidance Service, Inc., Circle Pines, Minnesota, 1970.

(20) Physical Education for Elementary School Children, second edition, Glenn Kirchner, Simon-Fraser University, William C. Brown Co., Dubuque, Iowa, 1970.

(21) Portage Project Checklist, C.E.S.A., Portage, Wisconsin.

(22) Preschool Attainment Record, Research Edition, by Edgar A. Doll, Circle Pines, Minnesota, 1966.

(23) Santa Clara Unified School District Inventory of Social Development, Santa Clara, California.

(24) Sequenced Inventory of Language Development, edited by Dona Hedrick and Elizabeth Prather, Child Development and Mental Retardation Center, University of Washington, Seattle, 1970.

(25) Stanford-Binet Intelligence Scale, Houghton-Mifflin Company, Boston, Massachusetts, 1960.

(26) Valett Developmental Survey of Basic Learning Abilities, by Robert E. Valett, Palo Alto, California, 1966.

(27) Vineland Social Maturity Scale, by Edgar Doll, American Guidance Service, Inc., Circle Pines, Minnesota, 1965.

(28) Wechsler Intelligence Scale for Children, Psychological Corporation, New York.

(29) Wide-Range Acheivement Test, by J.F. Jastak and S.R. Jastak, Guidance Associates, 1526 Gilpin Avenue, Wilmington, Delaware, 1965.

The charts on the following pages provide a listing of the test items (indicated by Scale code and item number) followed by the resources (indicated by the bibliography number) which were consulted in the item identification, development, and age placement for the Children's Early Education Developmental Inventory.

In addition to the instruments listed in the bibliography, a number of literature sources were also used in developing the scales. These sources are indicated on the charts by an asterisk(*).

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR THE MOTOR SCALE

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
M 1	1, 11, 14, 16, 21, 27	M 27	1, 4, 5, 6, 8, 11, 14, 16, 21, 22
M 2	4, 11	M 28	16, 21
M 3	1, 8, 15, 16	M 29	4, 5, 11, 14, 21
M 4	1, 8	M 30	1, 4, 6, 21
M 5	1, 8, 21	M 31	1, 4, 5, 6, 8, 11, 17
M 6	1, 4, 5, 6, 11, 15, 21, 22, 27	M 32	11, 14
M 7	21	M 33	1, 8, 11, 14, 16, 21
M 8	4, 6, 8, 14, 15, 20, 21	M 34	4, 8, 14
M 9	1, 4, 27	M 35	9
M 10	1, 4, 5, 8, 11, 14, 15, 21	M 36	8, 11, 21
M 11	1, 4, 15	M 37	1, 4, 8, 14, 16, 22
M 12	1, 4, 5, 8, 11, 14, 15, 16, 27	M 38	1
M 13	8	M 39	5, 8, 21, 22
M 14	5, 6, 8, 11, 14, 16, 21, 26, 27	M 40	5, 11, 14
M 15	21	M 41	5, 8, 11, 14, 16, 21
M 16	1, 14	M 42	5, 14, 16, 21
M 17	4, 5, 8, 11, 14, 21	M 43	1, 5, 8, 11, 14, 16, 17
M 18	1, 4, 8, 11, 14, 16, 21, 27	M 44	5, 7, 26
M 19	1, 4, 5, 8, 11, 14, 16, 21, 22, 27	M 45	6, 21, 22, 26
M 20	1, 4, 8, 11, 14, 21	M 46	1, 6, 8, 16, 27
M 21	5	M 47	1, 4, 5, 6, 11
M 22	4, 14, 15	M 48	5, *
M 23	14, 16	M 49	5, 6, 11, 14, 16, 17, 21, 26, 27
M 24	8, 14, 21	M 50	4, 6, 7, 8, 9, 11, 14, 16, 17, 21, 25, 26
M 25	1, 4, 8, 11, 14, 21	M 51	1, 11
M 26	21	M 52	5, 6, 16, 21, 22

*** An asterisk indicates other resources, including literature.**

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR THE MOTOR SCALE
(continued)

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
M 53	14, 21	M 79	26
M 54	4, 5, 16	M 80	6, 26
M 55	8, 9, 14, 16, 21	M 81	7
M 56	5, 18	M 82	20
M 57	4, 7, 8, 9, 11, 16, 26	M 83	20
M 58	4, 6, 7, 8, 9, 11, 14, 16, 21, 22, 26	M 84	18
M 59	11	M 85	6
M 60	5, 8, 9, 11, 14, 16, 21, 22, 26	M 86	18
M 61	6	M 87	6
M 62	5, 11	M 88	7
M 63	16		
M 64	5, 6, 7, 22		
M 65	7, 11		
M 66	11, 14		
M 67	26		
M 68	8		
M 69	5, 6, 9, 11, 14, 26		
M 70	5, 18		
M 71	6		
M 72	5		
M 73	7, 25		
M 74	26		
M 75	20		
M 76	18		
M 77	20		
M 78	6		

*** An asterisk indicates other resources, including literature.**

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR THE COGNITIVE SCALE

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
Cg 1	1, 8, 15	Cg 27	14
Cg 2	1, 11	Cg 28	14
Cg 3	1	Cg 29	11, 17
Cg 4	4	Cg 30	21
Cg 5	1, 15, 21	Cg 31	5, 6, 8, 16, 21, 24, 26
Cg 6	1, 8, 15	Cg 32	14
Cg 7	1, 5, 11, 15, 16	Cg 33	3, 4, 11, 15, 21, 26
Cg 8	1, 6, 15	Cg 34	26
Cg 9	15	Cg 35	3, 26
Cg 10	10, *	Cg 36	8, 14, 26
Cg 11	14, 16	Cg 37	3, 26
Cg 12	1, 11, 15	Cg 38	3, 26
Cg 13	6, 22	Cg 39	3
Cg 14	1, 15, 25	Cg 40	9, 26, 29
Cg 15	3, 9, 26	Cg 41	11, *
Cg 16	3, 8, 11, 14, 16, 26	Cg 42	8, 11
Cg 17	6, 14, 21, 22, 24, 26	Cg 43	5, 8, 9, 11, 22, 26
Cg 18	3, 11, 14, 15, 21, 24, 26	Cg 44	6, 9
Cg 19	1, 6, 11, 15, 16, 22, 24	Cg 45	21, 25
Cg 20	11, 14, 22, 24	Cg 46	6, 9
Cg 21	26	Cg 47	25, 28
Cg 22	5, 26	Cg 48	2
Cg 23	3, 9	Cg 49	8
Cg 24	3, 11, *	Cg 50	14
Cg 25	3, 4	Cg 51	9
Cg 26	3, 5, 16	Cg 52	22

* An asterisk indicates other resources, including literature.

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR
THE COGNITIVE SCALE
(continued)

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
Cg 53	2, *		
Cg 54	26		
Cg 55	19, 29		
Cg 56	19		
Cg 57	28		
Cg 58	25		
Cg 59	*		
Cg 60	19		
Cg 61	25		
Cg 62	28		

* An asterisk indicates other resources, including literature.

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR THE COMMUNICATION SCALE

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
Cm 1	1, 8, 11, 14, 21	Cm 27	14, 24
Cm 2	1, 4, 8, 11, 24	Cm 28	21, 24
Cm 3	1, 8	Cm 29	5
Cm 4	1, 8	Cm 30	*
Cm 5	1, 4, 6, 8, 11, 14, 15, 16, 24	Cm 31	4, 5, 8, 11, 14, 16, 21, 24, *, *, *
Cm 6	1, 5, 24	Cm 32	5, 11, *
Cm 7	1, 4, 11, 14, 15, 16, 21, 24	Cm 33	8, 11, 16, 21, 22, 27, *
Cm 8	1, 11, 14, 16, *	Cm 34	*
Cm 9	1, 4, 6, 11, 16, 21, 27	Cm 35	3, 26
Cm 10	21, 24	Cm 36	*
Cm 11	8, 21, 24	Cm 37	3, 5
Cm 12	5, 16, 24	Cm 38	3
Cm 13	1, 5, 8, 11, 14, 16, 21, 24	Cm 39	14
Cm 14	5, 8, 16, 21, 27	Cm 40	24, *
Cm 15	16, 24	Cm 41	3, 5, 11, 16, *
Cm 16	14	Cm 42	5, 25
Cm 17	14, *	Cm 43	5, 11, 16, *
Cm 18	8, 11, 21	Cm 44	*
Cm 19	1, 4, 5, 6, 8, 11, 14, 15, 16, 21, 24, *	Cm 45	9
Cm 20	14, 21	Cm 46	19
Cm 21	24	Cm 47	5, 11, *
Cm 22	5, 6, 8, 11, 14, 16, 21, 27	Cm 48	*
Cm 23	8, 14	Cm 49	*
Cm 24	21	Cm 50	9
Cm 25	*	Cm 51	*
Cm 26	*	Cm 52	*

* An asterisk indicates other resources, including literature.

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR
THE COMMUNICATION SCALE
(continued)

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
Cm 53	*		
Cm 54	*		
Cm 55	**		
Cm 56	*		

* An asterisk indicates other resources, including literature.

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR
THE PERSONAL-SOCIAL SCALE

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
PS 1	21	PS 27	16, 17
PS 2	1, 4, 8, 11, 14	PS 28	8, 14, 16, 21
PS 3	1, 16	PS 29	14, 21
PS 4	1, 8, 11, 14, 21, 24	PS 30	14, 21
PS 5	1, 8, 11, 15, 16, 21, *	PS 31	5, 14
PS 6	11, 21, 27	PS 32	11, 24
PS 7	1, 6, 8, 11, 16, 22	PS 33	14, 21, 22
PS 8	1	PS 34	8, 11, 21, *
PS 9	14	PS 35	5
PS 10	1, 4, 11, 14, 21	PS 36	5, 11, 21, *
PS 11	8, 11, 14, 21, 23, *	PS 37	5, 11, 22, *
PS 12	5, 6, 16, 21, 27	PS 38	5
PS 13	24	PS 39	3, 4, 6, 8, 11, 16, 21, 22, 26
PS 14	5, 14	PS 40	4, 5, 6, 8, 11, 14, 16, 21, 22, 26
PS 15	6, 20, 21, 27	PS 41	6
PS 16	5, 8	PS 42	4, 5, 6, 14, 16, 21, 22
PS 17	21	PS 43	11, 16, 21, 27
PS 18	16, 21	PS 44	4, *
PS 19	5, 16, 27	PS 45	*
PS 20	24	PS 46	14
PS 21	6, 8, 11, 14, 21	PS 47	21
PS 22	6	PS 48	8, 11
PS 23	22	PS 49	8, 11, 16, 22, 27
PS 24	12	PS 50	10, 12, *
PS 25	4, 5, 6, 11, 16, 21, 22	PS 51	12
PS 26	21	PS 52	*

* An asterisk indicates other resources, including literature.

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR
THE PERSONAL-SOCIAL SCALE
(continued)

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
PS 53	21	PS 79	*
PS 54	8, 11, *, *	PS 80	10
PS 55	10, 12	PS 81	5, 11, *
PS 56	23	PS 82	10
PS 57	10	PS 83	*
PS 58	23	PS 84	23
PS 59	12	PS 85	*
PS 60	12	PS 86	25
PS 61	12	PS 87	*
PS 62	10, 12		
PS 63	22, 23		
PS 64	4, 10, 11, 22, 23		
PS 65	*		
PS 66	*		
PS 67	23		
PS 68	*		
PS 69	5		
PS 70	*		
PS 71	5		
PS 72	22		
PS 73	10, 22		
PS 74	5		
PS 75	*		
PS 76	6		
PS 77	*		
PS 78	23		

* An asterisk indicates other resources, including literature.

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR THE ADAPTIVE SCALE

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
A 1	16, 21	A 27	5, 6, 8, 11, 14, 21, 27
A 2	1, 4, 15	A 28	11, 21, *
A 3	1, 15	A 295	5, 11, 21, *
A 4	1, 15	A 30	11, 14, 16, 21, 22, 27
A 5	8, 15, 16, 21	A 31	4, 8, 11, 14, 21
A 6	1	A 32	11, 16, 27
A 7	21	A 33	11, 17
A 8	1, 4, 15	A 34	4, 8, 11
A 9	5, 6, 8, 14, 21	A 35	6, 11, 14, 21, *
A 10	5	A 36	5, 6, 14, 16, 22, 27
A 11	21	A 37	4, 16, 27
A 12	8, 14	A 38	5, 6, 11, 14, 16, 21, 27
A 13	4, 5, 8, 11, 14, 16, 21	A 39	5, 6, 8, 11, 14, 16, 21
A 14	6, 8, 11, 16, 21, 27	A 40	5, 6, 8, 11, 14, 21
A 15	5, 6, 14, 16, 21	A 41	5, 6, 8, 11, 14, 16, 21, *
A 16	1, 8, 14	A 42	5, 6, 8, 11, 14, 16, 21, 27
A 17	8, 11, 14, 21	A 43	6, 14, 21
A 18	14, 16, 20, 27	A 44	4, 6, 8, 11, 14, 16, 21, 22, 27, *
A 19	5, 6, 11, 16, 21, 27	A 45	8, 11, 14, 16, 21, 27
A 20	4, 5, 6, 8, 11, 14, 16, 21, 27	A 46	21
A 21	6, 11, 16, 21, 27	A 47	5, 23
A 22	5, 27	A 48	23
A 23	14, 16	A 49	6, 11, 14, 21, *
A 24	8, 11, 14, 15, *	A 50	23
A 25	23	A 51	23
A 26	21	A 52	23

* An asterisk indicates other resources, including literature.

RESOURCES USED IN THE DEVELOPMENT OF ITEMS FOR THE ADAPTIVE SCALE
(continued)

ITEM NO.	RESOURCE	ITEM NO.	RESOURCE
A 53	11		
A 54	11, 27		
A 55	10, 23		
A 56	28		
A 57	5, 27		
A 58	5		
A 59	6		
A 60	27		
A 61	10, 23		
A 62	6		
A 63	22		
A 64	6		
A 65	25, 28		
A 66	6		
A 67	6		
A 68	*		

* An asterisk indicates other resources, including literature.

APPENDIX G

DEFINITIONS OF SUBDOMAINS OF THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY (CEEDI)

APPENDIX G

Each of the five domains of the CEEDI is defined in terms of smaller units called subdomains. Each behavior measured in the Scales is classfied by subdomain to help the user more clearly define the behavior that is being assessed. The following paragraphs define each of the subdomains in each domain.

The Motor Scale

The Motor Scale consists of 88 items which assess the child's ability to control and use the large and small muscles of his body. Within the Motor Scale, five subdomains are defined, the first three of which pertain to gross motor development and the later two assess fine motor skills. The Motor subdomains are defined briefly below.

- Muscle Control - Ability to establish and maintain control, primarily over the large muscles which enables sitting, standing, transfer of objects from one hand to the other, and, in general, to perform simple tasks.
- Body Coordination - Ability to utilize large muscle systems to establish increasing control and coordination in the body enabling position, change, rolling over, kicking, throwing, catching, hopping, and performance of such tasks as pushups and the broad jump.
- Locomotion - Ability to use large muscle systems in an integrated way enabling movement from one place to another; i.e., creeping, crawling, walking, running, skipping, using stairs, etc.
- Perceptual Motor - Ability to integrate fine muscle and perceptual skills such as building towers, putting rings on pegs, copying circles and squares, and eventually drawing, printing, and writing.
- Fine Muscle - Development of fine muscle control and coordination, particularly the small muscles in the arms and

hands which enable performance of increasingly complicated tasks; e.g., picking up objects, releasing them, opening and closing drawers, stringing beads, turning pages, cutting and pasting, folding paper, using a crayon and a pencil properly, etc.

The Cognitive Scale

The 62 items within the Cognitive Scale provide a measure of those skills and abilities that are most commonly thought of as "mental" or "intellectual" in nature, with the exception of language and communication skills. The Scale is designed to assess such skills as the child's ability to perceive, attend to, discriminate between and respond to stimuli in his environment, his capacity to store and recall information, his ability to think in abstract terms, e.g., forming relationships, classifications, etc., his increasing ability to reason and solve simple problems, and his performance of those "academic" skills required of him in a school setting, e.g., reading, mathematics, etc.

The Cognitive Scale is further divided into eight subdomains defined below. Skills within the first few subdomains, such as exploration are assessed most frequently in infancy, whereas, higher level skills within the subdomains of classification, conservation, and academic skills are measured, for the most part, within the later preschool and early school-aged period. However, as is true in other Scales, the skills measured within each of the subdomains are very much interrelated, with the acquisition of earlier skills providing the foundation for the development of increasingly more complex and higher level cognitive abilities.

- Exploration - The active sensori-motor interactions with external environment. Several of these types of interactions are considered social in nature, e.g., exploration of his own body, and exploration of adult facial features, providing the child the experiences with himself and others which contribute

to his later development of self-concept and interaction skills. These interactions, although exploratory, are therefore assessed within the Personal-Social Scale.

- Perceptual Discrimination - Ability of the child to differentiate and selectively respond to external features of objects in his environment, e.g., color, size, and shape. This ability applies within three of the critical sense modalities: visual, auditory, and tactile.
- Memory - Ability to retrieve information when given relevant cues to do so, both short-term and over time.
- Conceptual Development - Development of concepts and ability to draw relations among objects. This includes making comparisons among objects on the basis of physical features, i.e., color, shape, size, and properties, i.e., weight; relating objects and events on the basis of their position in time or space, e.g., sequencing familiar events according to their occurence in time, seriating objects, etc.; and bringing together parts of a whole, e.g., putting together parts of a puzzle.
- Classification - Ability to group and sort similar objects and draw similarities and differences among them based on their common features, characteristics, functions or attributes.
- Conservation - Ability to recognize those properties of objects, i.e., length and volume, that remain unchanged in the face of perceptual distortion.

- Reasoning - Those critical thinking skills which enable perception, identification, and solving of problems, analysis and appraisal of the elements of situations, missing components, contradictions and inconsistencies, and judgment and evaluation of ideas, processes, and products.
- Academic Skills - Those "scholastic" abilities which are necessary for achievement in school. These skills include reading, enumeration, mathematics, writing, spelling, etc. The cognitive skills assessed within the first nine subdomains described above are all important precursors to the development of competencies most commonly considered "academic" in nature.

The Communication Scale

The Communication Scale consists of 56 items which measure the child's reception and expression of information, thoughts, and ideas through verbal and nonverbal means. The Communication domain can be divided into two major divisions: Receptive and Expressive Communication. Reception deals with the child's discrimination, recognition, and understanding of sounds and words he hears, and information he receives through gestures, signs, Braille, and other nonverbal means, as indicated by his ability to do such things as follow simple directions. Expressive Communication involves the child's production and use of words or gestures as a means of relating information to others. Also within this subdivision, the child's knowledge of and ability to use simple rules of grammar in the production of phrases and sentences is assessed.

Items assessing skills within the Receptive area of Communication, have been classified within two subdomains and those assessing abilities of expressive communication are classified within three subdomains. These five subdomains within the Communication Scale are described briefly below.

- Receptive: Discrimination - Ability to perceive differences in sounds, speech, gestures, and signs in his environment.
- Receptive: Meaning - Understanding of sounds, speech, and gestures, which have unique intents, purposes, and meaning.
- Expressive: Sounds - Production of identifiably different sounds, including prelinguistic cooing or babbling, and pronunciation.
- Expressive: Grammar/Rules - Ability to apply rules used as a means of generating word forms, e.g., plurals; structures, e.g., tenses; and various types, e.g., question, negation, of sentences.
- Expressive: Meaning/Usage - Production of speech or gestures that demonstrate understanding, including vocabulary and the appropriate use of language or gestures to express oneself.

The Personal-Social Scale

The Personal-Social Scale, consisting of 88 items, assesses those abilities and characteristics which allow for meaningful social interactions with the environment. The Personal-Social Domain, as the name implies, assesses both the personal attributes and characteristics of the child, i.e., his self-expression, self-concept, affect, etc., and his ability to interact effectively with others, e.g., parents, peers, teacher, in his enviornment.

To further define the behaviors measured within the Personal-Social Scale, each behavior assessed is classified into one of the eight subdomains described below. Personal characteristics and attributes of the child are, for the most part, assessed within the first six subdomains listed below, while the latter two measure the child's interaction skills with adults and peers.

- Self-Concept - Development of self-awareness and personal knowledge, i.e., awareness of his physical self, feelings, interests, and preferences, etc.; and feelings of self-worth and pride.
- Social Role - Ability to recognize that children and adults have somewhat different roles in different situations and contexts, and ability to differentiate that which is expected of self and others in different situations.
- Expression of Feelings/Affect - Ability of the child to express emotions, e.g., affection, anger, etc., in appropriate ways and situations. Also included is the affective component of behavior; that is, feelings or attitudes toward various aspects of the environment, i.e., enthusiasm toward work, play, or school; eagerness to try new things, etc.
- Coping - Ability to deal with the environment in an effective way, including tolerating frustrations, coping with peer aggression, complying, solving problems, conforming to rules, etc.
- Moral Development - The growing understanding of reasons for exhibiting pro-social behavior, e.g., cooperation, helping, fairness, right or wrong, honesty, and other personal characteristics valued by society.
- Sensitivity in Social Relationships - Ability to perceive and accept differences between self and others, to understand the viewpoints, perceptions and feelings of others, and to show empathy toward others.
- Adult Interaction - The quality and frequency of interactions with adults. Interactions assessed include such behavior as infant attachment, response to and initiation of social contacts, and the use of adults as resources.

- Peer Interaction - The quality and frequency of interaction with children of the same age. Assessed is the ability to form friendships and personal associations, respond to and initiate social contacts with peers, interact effectively in a small group, cooperate, etc.

The Adaptive Scale

The Adaptive Scale consists of 68 items measuring those skills pertaining to the child's ability to make use of the information and skills acquired in the other domains in taking care of basic body needs and in performing those tasks which are required of him. The Scale measures both self-help skills and task-related skills. Self-help skills are those behaviors that enable the child to become increasingly more independent due to the growing ability to take care of feeding, dressing, and personal toiletry needs. Task-related skills involve the child's ability to pay attention to specific stimuli for increasingly longer periods of time, to assume personal responsibility for his own actions, and to initiate purposeful activity and follow through appropriately to completion. The self-help and task-related skills assessed in the Adaptive Scale are classified within the following subdomains:

- Self-Help: Feeding - Ability to eat and drink, to use eating utensils, and to efficiently perform those tasks which provide him the nourishment necessary for life.
- Self-Help: Personal Toiletry - Ability to establish bladder and bowel control and to care for sleeping, bathing, and toilet needs with a decreasing amount of supervision and to maintain appropriate personal standards of cleanliness.
- Self-Help: Dressing - Ability to put on, to button and unbutton, to remove articles of clothing, and to generally take care of dressing needs.

- Attention - Ability to attend and listen to stimuli and to the sounds of stimuli in the environment for varying lengths of time.
- Personal Responsibility - Ability to increasingly assume responsibility for self, to move around the home and neighborhood, to demonstrate caution, to handle money, and to perform simple chores and errands.
- Task-Related Skills - Ability to initiate play and other meaningful activity, to appropriately stay with a task until it is completed, and to get satisfaction from achievements, all with decreasing amounts of supervision. These tasks represent one dimension of the child's increasing ability to become a productive member of society.

APPENDIX H

SCORING SHEETS FOR THE
CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY

APPENDIX H

THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY

ADAPTIVE SCALE SCORING SHEET

Child's Name_____ Code No._____ Sex_____

Program Title_____

Name of Administrator_____

Date Administered _____

Date of Birth _____

Age _____

Comments:

Basal Level ☐

No. of Items Passed + ☐

DOMAIN SCORE = ☐

Age Category _____

Ceiling Level _____

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - ADAPTIVE SCALE

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
A 1	0-6 mos	O-P	Sucks and swallows liquid food						
A 2	0-6 mos	S	Visually attends to light moved in 180° arc						
A 3	0-6 mos	S	Visually attends to light moved vertically						
A 4	0-6 mos	S	Visually attends to light moved in circle						
A 5	0-6 mos	O-P	Anticipates feeding						
A 6	0-6 mos	S	Turns eyes to light						
A 7	0-6 mos	O-P	Takes strained food						
A 8	0-6 mos	S	Visually attends to an object 5 seconds						
A 9	6-12 mos	O-P	Holds a feeding bottle to feed self						
A 10	6-12 mos	O-P	Attends to ongoing activities 15 seconds						
A 11	6-12 mos	O-P	Eats semisolid foods						
A 12	6-12 mos	O-P	Eats solid foods						
A 13	6-12 mos	O-P	Feeds self bite-size pieces of food						
A 14	6-12 mos	O-P	Drinks from a cup with help						
A 15	6-12 mos	O-P	Helps with dressing						
A 16	6-12 mos	S	Attends to picture in a book						
A 17	12-17 mos	O-P	Begins to use a spoon						
A 18	12-17 mos	O-P	Removes clothing from feet/hands/head						
A 19	12-17 mos	O	Occupies self for 15 minutes						
A 20	18-23 mos	O	Drinks from cup without help, little spilling						
A 21	18-23 mos	O	Moves independently about house						
A 22	18-23 mos	O-P	Discriminates food from nonfood						
A 23	18-23 mos	O-P	Removes simple garment without help						
A 24	18-23 mos	O-P	Asks for desired food or drink						
A 25	2-3 yrs	O	Attends to activity for 3 minutes						
A 26	2-3 yrs	O-P	Controls bowel movements						
A 27	2-3 yrs	O-P	Expresses need to go to bathroom						
A 28	2-3 yrs	P-O	Feeds self with a spoon or fork						
A 29	2-3 yrs	P-O	Uses cup without help, no spilling						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED
A=Use of ALTERNATE ITEM

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - ADAPTIVE SCALE
(CONTINUED)

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
A 30	2-3 yrs	P-O	Obtains a drink unassisted						
A 31	2-3 yrs	P	Dresses with adult supervision						
A 32	2-3 yrs	O	Puts on coat without assistance						
A 33	2-3 yrs	O-P	Buttons without help						
A 34	2-3 yrs	P	Puts on simple clothing without help						
A 35	3-4 yrs	P	Goes through night without wetting						
A 36	3-4 yrs	O-P	Demonstrates caution, avoids common dangers						
A 37	3-4 yrs	O-P	Washes and dries hands without help						
A 38	3-4 yrs	O-P	Cares for toilet needs						
A 39	3-4 yrs	O-P	Puts on shoes without assistance						
A 40	3-4 yrs	O-P	Unbuttons accessible buttons						
A 41	3-4 yrs	P-O	Feeds self entire meal						
A 42	4-5 yrs	O-P	Washes and dries hands and face						
A 43	4-5 yrs	P	Serves self food						
A 44	4-5 yrs	P	Dresses and undresses without supervision						
A 45	4-5 yrs	P	Goes about neighborhood unattended						
A 46	4-5 yrs	P	Makes purchases by self						
A 47	5-6 yrs	O	Attends to learning task in a group						
A 48	5-6 yrs	O	Focuses attention on more than 1 week						
A 49	5-6 yrs	P-O	Uses a knife for cutting food						
A 50	5-6 yrs	O	Perseveres on a task						
A 51	5-6 yrs	O	Continues work on activity with minimal guidance						
A 52	5-6 yrs	O	Responds to instructions by initiating activity						
A 53	5-6 yrs	O-P	Crosses street safely						
A 54	5-6 yrs	P	Goes to familiar places unattended						
A 55	6-7 yrs	O	Completes learning tasks						
A 56	6-7 yrs	S	Answers "what to do if" questions						
A 57	6-7 yrs	P	Is trusted with money						
A 58	6-7 yrs	P	Plays in neighborhood unattended						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - ADAPTIVE SCALE
(CONTINUED)

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
A 59	6-7 yrs	P	Uses telephone and operator correctly						
A 60	6-7 yrs	P	Goes to bed unassisted						
A 61	7-8 yrs	O	Initiates and organizes own activities						
A 62	7-8 yrs	P	Builds or mends something using tools						
A 63	7-8 yrs	S	Knows address						
A 64	7-8 yrs	P	Washes unassisted						
A 65	8-9 yrs	S	Answers "what to do if" questions						
A 66	8-9 yrs	P	Handles own money						
A 67	8-9 yrs	P	Chooses clothes appropriate for occasion, weather						
A 68	8-9 yrs	P	Performs household chores						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

H-5

THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY

COGNITIVE SCALE SCORING SHEET

Child's Name_____ Code No._____ Sex_____

Program Title_____

Name of Administrator_____

Date Administered _____

Date of Birth _____

Age _____

Comments:

Basal Level ☐

No. of Items Passed + ☐

DOMAIN SCORE = ☐

Age Category _____

Ceiling Level _____

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - COGNITIVE SCALE

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
Cg 1	0-6 mos	O-P	Explores environment visually						
Cg 2	0-6 mos	O-P	Aware of new situations						
Cg 3	0-6 mos	S	Follows an auditory stimulus						
Cg 4	0-6 mos	S	Follows a visual stimulus						
Cg 5	0-6 mos	S	Feels and explores objects						
Cg 6	6-12 mos	S	Pulls string to attain ring						
Cg 7	6-12 mos	S	Uncovers hidden toy						
Cg 8	6-12 mos	S	Searches for removed objects						
Cg 9	12-17 mos	S	Reaches around barrier for toy						
Cg 10	18-23 mos	O-P	Recognizes himself as cause of events						
Cg 11	18-23 mos	S	Puts circle and square in formboard						
Cg 12	18-23 mos	S	Attains toy with stick						
Cg 13	18-23 mos	S	Physically explores surroundings						
Cg 14	18-23 mos	S	Selects container with hidden toy						
Cg 15	2-3 yrs	S	Matches circle, square, and triangle						
Cg 16	2-3 yrs	S	Repeats two-digit sequence						
Cg 17	2-3 yrs	S	Identifies "big" and "little"						
Cg 18	2-3 yrs	S	Identifies objects by use						
Cg 19	2-3 yrs	S	Responds to "one" and "one more"						
Cg 20	2-3 yrs	S	Identifies objects by touch						
Cg 21	3-4 yrs	S	Identifies rough, smooth, hard, soft						
Cg 22	3-4 yrs	S	Matches forms to sample						
Cg 23	3-4 yrs	S	Identifies familiar objects from memory						
Cg 24	3-4 yrs	S	Understands past and present						
Cg 25	3-4 yrs	S	Identifies longer of two lines						
Cg 26	3-4 yrs	S	Answers simple logic questions						
Cg 27	4-5 yrs	S	Identifies color of nonvisible objects						
Cg 28	4-5 yrs	S	Groups objects by shape						
Cg 29	4-5 yrs	S	Assembles a puzzle of a man						
Cg 30	4-5 yrs	S	Groups objects by function						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modifed through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - COGNITIVE SCALE
(CONTINUED)

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
Cg 31	4-5 yrs	S	Gives three objects on request						
Cg 32	4-5 yrs	S	Sequences events in order						
Cg 33	4-5 yrs	S	Completes opposite analogies						
Cg 34	5-6 yrs	S	Identifies difference in figures, letters						
Cg 35	5-6 yrs	S	Forms circle from quarters						
Cg 36	5-6 yrs	S	Repeats four-digit sequence						
Cg 37	5-6 yrs	S	Identifies first and last						
Cg 38	5-6 yrs	S	Identifies middle						
Cg 39	5-6 yrs	S	Seriates from smallest to largest						
Cg 40	5-6 yrs	S	Identifies "which is more"						
Cg 41	5-6 yrs	S	Compares objects by size						
Cg 42	5-6 yrs	S	Identifies sources of common actions						
Cg 43	6-7 yrs	S	Matches words to sample						
Cg 44	6-7 yrs	S	Knows right and left						
Cg 45	6-7 yrs	S	Recognizes picture absurdities						
Cg 46	6-7 yrs	S	Remembers story facts						
Cg 47	6-7 yrs	S	Identifies missing parts						
Cg 48	6-7 yrs	S	Conserves two-dimensional space						
Cg 49	6-7 yrs	S	Adds and subtracts within five						
Cg 50	7-8 yrs	S	Classifies by shape and by color						
Cg 51	7-8 yrs	S	Recognizes single word from visual presentation						
Cg 52	7-8 yrs	S	Tells time to the hour						
Cg 53	7-8 yrs	S	Conserves length						
Cg 54	7-8 yrs	S	Writes letters that stand for sounds						
Cg 55	7-8 yrs	S	Solves subtraction word problems						
Cg 56	7-8 yrs	S	Computes multiplication problems						
Cg 57	8-9 yrs	S	Repeats a six-digit sentence						
Cg 58	8-9 yrs	S	Remembers story facts						
Cg 59	8-9 yrs	S	Chooses item belonging to two classes						
Cg 60	8-9 yrs	S	Matches sentence and picture						
Cg 61	8-9 yrs	S	Tells similarities and differences						
Cg 62	8-9 yrs	S	Computes division problems						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY

COMMUNICATION SCALE SCORING SHEET

Child's Name_____ Code No._____ Sex_____

Program Title_____

Name of Administrator_____

Date Administered _____

Date of Birth _____

Age _____

Basal Level ☐

No. of Items Passed + ☐

DOMAIN SCORE = ☐

Age Category _____

Ceiling Level _____

Comments:

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - COMMUNICATION SCALE

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
Cm 1	0-6 mos	S	Responds to voice						
Cm 2	0-6 mos	S	Responds to non-speech sound						
Cm 3	0-6 mos	O	Produces sounds: vowel						
Cm 4	0-6 mos	O	Produces sounds: consonant-vowel						
Cm 5	0-6 mos	S	Locates source of sound						
Cm 6	6-12 mos	O	Vocalizes sounds						
Cm 7	6-12 mos	O	Repeats 1 or more syllables						
Cm 8	6-12 mos	S-O	Responds to familiar words						
Cm 9	6-12 mos	S-P	Imitates speech sounds						
Cm 10	6-12 mos	S-P	Discriminates voice intonation						
Cm 11	12-18 mos	S	Responds to gestures and requests						
Cm 12	12-18 mos	O-P	Uses gestures						
Cm 13	12-18 mos	O-P	Uses variations in voice						
Cm 14	12-18 mos	S/O	Uses 10 or more words						
Cm 15	18-24 mos	S-O	Initiates speech/gestures about object						
Cm 16	18-24 mos	S	Follows 3 or more instructions						
Cm 17	2-3 yrs	S	Understands possessives						
Cm 18	2-3 yrs	O	Uses pronouns I, you and me						
Cm 19	2-3 yrs	O	Uses 2 words meaningfully						
Cm 20	2-3 yrs	S	Understands 4 or more prepositions						
Cm 21	2-3 yrs	S	Responds with yes/no appropriately						
Cm 22	2-3 yrs	O	Uses 3 word phrases meaningfully						
Cm 23	2-3 yrs	O	Labels his own creations						
Cm 24	3-4 yrs	S	Uses articles "the" and "a"						
Cm 25	3-4 yrs	S	Discriminates word pronunciation						
Cm 26	3-4 yrs	O	Uses irregular past tense						
Cm 27	3-4 yrs	S	Understands plurals						
Cm 28	3-4 yrs	S	Follows 2-step commands						
Cm 29	3-4 yrs	S	Forms "ed" past tense						
Cm 30	3-4 yrs	S	Understands "biggest" and "longest"						
Cm 31	3-4 yrs	S	Forms "s" plurals						
Cm 32	3-4 yrs	O	Asks "what/where/how/who/why" questions						
Cm 33	3-4 yrs	O	Relates experiences to others						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - COMMUNICATION SCALE
(CONTINUED)

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
Cm 34	4-5 yrs	S	Forms comparatives						
Cm 35	4-5 yrs	S	Responds to "softly/loudly"						
Cm 36	4-5 yrs	S	Understands past tense						
Cm 37	4-5 yrs	S	Understands future tense						
Cm 38	4-5 yrs	S	Understands irregular plurals						
Cm 39	4-5 yrs	S	Understands simple negations						
Cm 40	4-5 yrs	S	Understands "who/what/where/when"						
Cm 41	4-5 yrs	O	Uses 5 to 6 word sentences						
Cm 42	5-6 yrs	O	Engages in meaningful dialogue						
Cm 43	5-6 yrs	S	Articulates common sounds						
Cm 44	5-6 yrs	S	Demonstrates communication skill						
Cm 45	6-7 yrs	S	Relates words and pictures						
Cm 46	6-7 yrs	S	Identifies object from definition						
Cm 47	6-7 yrs	O/P	Asks the meaning of abstract words						
Cm 48	6-7 yrs	S	Distinguishes active/passive sentences						
Cm 49	7-8 yrs	S	Forms "es" plurals						
Cm 50	7-8 yrs	S	Uses irregular plurals						
Cm 51	7-8 yrs	S	Uses superlatives						
Cm 52	7-8 yrs	S	Produces passive sentences						
Cm 53	7-8 yrs	S	Comprehends bright/hard/sweet						
Cm 54	8-9 yrs	S	Pronounces r/s triple consonants						
Cm 55	8-9 yrs	S	Gives correct word order of sentences						
Cm 56	8-9 yrs	S	Talks about things that might be						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY

MOTOR SCALE SCORING SHEET

Child's Name _____ Code No. _____ Sex _____

Program Title _____

Name of Administrator _____

Date Administered _____

Date of Birth _____

Age _____

Basal Level ☐

No. of Items Passed + ☐

DOMAIN SCORE = ☐

Age Category _____

Ceiling Level _____

Comments:

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - MOTOR SCALE

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	P	NP	O	H	A	NOTES
M 1	0-6 mos	S	Holds head erect 1 minute						
M 2	0-6 mos	O-P	Brings hands together in midline						
M 3	0-6 mos	O	Holds hands open, loosely fisted						
M 4	0-6 mos	S	Uses heel-palm prehension						
M 5	0-6 mos	S-P	Moves objects from hand to mouth						
M 6	0-6 mos	S	Reaches for and touches object						
M 7	0-6 mos	S	Turns head from side to side						
M 8	0-6 mos	S	Lifts and holds head up 5 seconds while prone						
M 9	0-6 mos	S	Sits unsupported 5 seconds						
M 10	6-12 mos	S-O	Transfers object hand to hand						
M 11	6-12 mos	S	Uses finger-thumb prehension						
M 12	6-12 mos	S	Uses neat pincer grasp						
M 13	6-12 mos	S-O-P	Extends, releases object						
M 14	6-12 mos	O-P	Moves 3 feet by crawling						
M 15	6-12 mos	O-P	Moves from back to sitting unassisted						
M 16	6-12 mos	S	Makes stepping movements when held						
M 17	6-12 mos	S	Stands 10 seconds while holding on						
M 18	6-12 mos	O-P	Pulls self to standing						
M 19	6-12 mos	S	Stands upright alone for 30 seconds						
M 20	6-12 mos	S	Walks 3 steps with help						
M 21	12-17 mos	O-P	Pulls open drawers, doors						
M 22	12-17 mos	S	Removes raisin from bottle						
M 23	12-17 mos	S	Places raisin in bottle						
M 24	12-17 mos	S-P	Creeps or crawls up 4 steps unassisted						
M 25	12-17 mos	S	Builds two block tower						
M 26	12-17 mos	S	Places four rings on a peg						
M 27	12-17 mos	S	Walks unassisted for 10 feet						
M 28	12-17 mos	S	Moves from sitting to standing unassisted						
M 29	12-17 mos	S	Stoops to pick up object						
M 30	12-17 mos	S	Walks up 4 steps unassisted						
M 31	18-23 mos	S	Throws ball 3 feet forward						
M 32	18-23 mos	S	Carries large object while walking 10						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPE
A=Use of ALTERNATE ITEM

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - MOTOR SCALE
(CONTINUED)

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
M 33	18-23 mos	S	Walks down 4 steps with help						
M 34	18-23 mos	S	Kicks ball without falling						
M 35	2-3 yrs	S	Jumps forward with feet together						
M 36	2-3 yrs	S-O	Walks up and down steps unassisted						
M 37	2-3 yrs	S	Stands on one foot momentarily unsupported						
M 38	2-3 yrs	S	Walks 2 steps on walking board						
M 39	2-3 yrs	O	Runs 10 feet						
M 40	2-3 yrs	S	Opens door by turning the knob						
M 41	2-3 yrs	S	Turns pages of a book one at a time						
M 42	2-3 yrs	S	Strings four large beads						
M 43	2-3 yrs	S	Folds paper once						
M 44	2-3 yrs	S	Copies vertical line						
M 45	3-4 yrs	S	Throws beanbag or ball with direction						
M 46	3-4 yrs	S-O	Walks down stairs alternating feet						
M 47	3-4 yrs	S	Hops forward on one foot						
M 48	3-4 yrs	S	Folds paper twice						
M 49	3-4 yrs	S	Uses scissors to cut paper						
M 50	3-4 yrs	S	Copies a circle						
M 51	3-4 yrs	S	Copies a V, H, and T						
M 52	4-5 yrs	S	Catches tossed ball or beanbag						
M 53	4-5 yrs	S	Turns forward somersault unassisted						
M 54	4-5 yrs	S	Walks heel-to-toe 4 steps						
M 55	4-5 yrs	S	Hops on one foot 10 feet						
M 56	4-5 yrs	S	Rolls piece of paper into a ball						
M 57	4-5 yrs	S	Copies a cross						
M 58	4-5 yrs	S	Copies a square						
M 59	4-5 yrs	S	Prints words from copy						
M 60	5-6 yrs	S	Skips 20 feet using alternate feet						
M 61	5-6 yrs	S	Uses key to open and unlock padlock						
M 62	5-6 yrs	O	Holds paper with 1 hand while drawing						
M 63	5-6 yrs	S	Cuts a line with scissors						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - MOTOR SCALE
(CONTINUED)

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
M 64	5-6 yrs	S	Copies a triangle						
M 65	5-6 yrs	S	Draws a person with 5 parts						
M 66	5-6 yrs	S	Prints number 1 through 5						
M 67	6-7 yrs	S	Imitates arm positions						
M 68	6-7 yrs	S	Stands on each foot alternately, eyes closed						
M 69	6-7 yrs	S	Jumps rope						
M 70	6-7 yrs	S	Throws ball at target						
M 71	6-7 yrs	O	Cuts and pastes picture						
M 72	6-7 yrs	S	Ties single overhand knot						
M 73	6-7 yrs	S	Copies directional arrows						
M 74	7-8 yrs	S	Bends over, touches floor with hands						
M 75	7-8 yrs	S	Does bench push-ups						
M 76	7-8 yrs	S	Walks a 6-foot line						
M 77	7-8 yrs	S	Does a standing broad jump						
M 78	7-8 yrs	S	Catches tennis ball with one hand						
M 79	7-8 yrs	S	Prints the alphabet from copy						
M 80	7-8 yrs	S	Prints words using small and capital letters						
M 81	7-8 yrs	S	Copies a diamond						
M 82	8-9 yrs	S	Runs 30-yard dash						
M 83	8-9 yrs	S	Does a standing broad jump						
M 84	8-9 yrs	S	Maintains crouched position on tiptoe						
M 85	8-9 yrs	S	Uses house key to unlock & open doors						
M 86	8-9 yrs	S	Touches fingertips successively with thumb						
M 87	8-9 yrs	O	Writes rather than prints a simple sentence						
M 88	8-9 yrs	S	Copies tilted triangles						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED
A=Use of ALTERNATE ITEM

THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY

PERSONAL-SOCIAL SCALE SCORING SHEET

Child's Name_____ Code No._____ Sex_____

Program Title_____

Name of Administrator_____

Date Administered _____

Date of Birth _____

Age _____

Basal Level ☐

No. of Items Passed + ☐

DOMAIN SCORE = ☐

Age Category _____

Ceiling Level _____

Comments:

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - PERSONAL-SOCIAL SCALE

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
PS 1	0-6 mos	O	Shows awareness of people						
PS 2	0-6 mos	S	Looks at adult's face						
PS 3	0-6 mos	O-P	Shows anticipatory excitement						
PS 4	0-6 mos	S-P	Smiles or vocalizes to adult attention						
PS 5	0-6 mos	O-P	Shows awareness of own hands						
PS 6	0-6 mos	O-P	Shows a desire to be picked up or held						
PS 7	0-6 mos	O-P	Discriminates familiar and unfamiliar persons						
PS 8	0-6 mos	S-P	Shows pleasure in frolic play						
PS 9	6-12 mos	S-P	Explores adult facial features						
PS 10	6-12 mos	S	Play peek-a-boo						
PS 11	6-12 mos	S	Responds to own name						
PS 12	6-12 mos	O-P	Shows desire for personal attention						
PS 13	12-17 mos	O-P	Continues to vocalize when imitated						
PS 14	12-17 mos	O-P	Expresses emotions						
PS 15	12-17 mos	O-P	Enjoys playing with other children						
PS 16	12-17 mos	O-P	Initiates social contacts with peers in play						
PS 17	12-17 mos	O-P	Imitates another child at play						
PS 18	18-23 mos	P	Follows directions related to daily routine						
PS 19	18-23 mos	O	Plays independently in the company of peers						
PS 20	18-23 mos	S-P	Responds to the naming of a familiar person						
PS 21	2-3 yrs	P	Helps with simple tasks and housework						
PS 22	2-3 yrs	O-P	Follows rules for play						
PS 23	2-3 yrs	O-P	Shows affection toward people, pets, or possessions						
PS 24	2-3 yrs	O	Responds to adult praise, rewards, or promise of rewards						
PS 25	2-3 yrs	O	Indicates ownership						
PS 26	2-3 yrs	S	Knows first name						
PS 27	2-3 yrs	S	Identifies self in a mirror						
PS 28	2-3 yrs	O	Uses a pronoun or name to refer to self						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPP
A=Use of ALTERNATE ITEM

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - PERSONAL-SOCIAL SCALE
(CONTINUED)

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
PS 29	2-3 yrs	S	Knows his age						
PS 30	2-3 yrs	O-P	Greets adults without being told to do so						
PS 31	2-3 yrs	O-P	Indulges in adult role play						
PS 32	2-3 yrs	O-P	Enjoys having simple stories read						
PS 33	2-3 yrs	O-P	Plays along side of another child						
PS 34	2-3 yrs	O-P	Participates in group play						
PS 35	3-4 yrs	O	Shows pride in achievements						
PS 36	3-4 yrs	O-P	Shares property with others						
PS 37	3-4 yrs	O-P	Dramatizes in play						
PS 38	3-4 yrs	O-P	Shows sympathy toward others						
PS 39	3-4 yrs	S	Knows full name						
PS 40	3-4 yrs	S	Knows own sex						
PS 41	3-4 yrs	O-P	Asks permission to use other's possessions						
PS 42	3-4 yrs	O-P	Interacts with peers						
PS 43	3-4 yrs	O-P	Performs for others						
PS 44	4-5 yrs	O-P	Separates easily from parent						
PS 45	4-5 yrs	O	Expresses liking for a peer						
PS 46	4-5 yrs	O-P	Speaks positively of self						
PS 47	4-5 yrs	S	Is aware of sexual differences						
PS 48	4-5 yrs	O	Calls attention to own performance						
PS 49	4-5 yrs	O	Plays cooperatively with peers						
PS 50	4-5 yrs	O	Serves as leader in peer relationships						
PS 51	4-5 yrs	O	Asserts self in socially acceptable ways						
PS 52	4-5 yrs	O	Has special friends						
PS 53	4-5 yrs	O	Takes turns and shares						
PS 54	5-6 yrs	O-P	Engages in adult role play and imitation						
PS 55	5-6 yrs	O	Complies with adult directives						
PS 56	5-6 yrs	O	Copes with criticism and teasing						
PS 57	5-6 yrs	O	Expresses enthusiasm for work or play						
PS 58	5-6 yrs	O	Responds to social contact made by adults						
PS 59	5-6 yrs	O	Initiates contacts with adults						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted); H=Modified through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

C E E D I
THE CHILDREN'S EARLY EDUCATION DEVELOPMENTAL INVENTORY
SCORING SHEET - PERSONAL-SOCIAL SCALE
(CONTINUED)

ITEM NO.	AGE CATEGORY	PRO-CEDURE	ITEM DESCRIPTION	SCORING: P	NP	O	H	A	NOTES
PS 60	5-6 yrs	O	Initiates social contacts and interactions with peers						
PS 61	5-6 yrs	O	Uses peers as resources						
PS 62	5-6 yrs	O	Uses adults as resources						
PS 63	5-6 yrs	O	Recognizes other's need for help and gives assistance						
PS 64	5-6 yrs	O	Respects property and rights of others						
PS 65	5-6 yrs	S	Recognizes facial expressions of primary emotions						
PS 66	5-6 yrs	O	Describes feelings						
PS 67	5-6 yrs	O	Waits turn for teacher's attention						
PS 68	5-6 yrs	O	Shows individual preference						
PS 69	6-7 yrs	O	Chooses own friends						
PS 70	6-7 yrs	O	"Shows and tells" without discomfort						
PS 71	6-7 yrs	O	Asks for adult help as needed						
PS 72	6-7 yrs	O	Participates in competitive play activities						
PS 73	6-7 yrs	O	Cooperates in group activities						
PS 74	6-7 yrs	O	Follows classroom rules and directions						
PS 75	6-7 yrs	O	Shows positive attitude toward school						
PS 76	7-8 yrs	S	Recognizes feelings of others						
PS 77	7-8 yrs	O-P	Handles peer aggression using adults						
PS 78	7-8 yrs	O-P	Admits responsibility for errors						
PS 79	7-8 yrs	S	Discriminates socially acceptable/ nonacceptable behavior						
PS 80	7-8 yrs	O-P	Seeks alternatives without adult assistance						
PS 81	7-8 yrs	O-P	Comforts playmates in distress						
PS 82	7-8 yrs	O-P	Gives/accepts ideas of peers						
PS 83	8-9 yrs	O-P	Copes independently with peer aggression						
PS 84	8-9 yrs	O	Participates in new situations						
PS 85	8-9 yrs	S	Recognizes feelings of others						
PS 86	8-9 yrs	S	Shows moral responsibility						
PS 87	8-9 yrs	S	Differentiates present and future social roles						

Legend: P=Passes, NP=Not Passed, O=Other (R=Refused, O=Omitted; H=Modified through CONSIDERATIONS FOR THE HANDICAPPED, A=Use of ALTERNATE ITEM

APPENDIX I

PSYCHOMETRIC PROPERTIES OF THE CEEDI

APPENDIX I

PSYCHOMETRIC PROPERTIES OF THE CEEDI

This appendix presents technical information concerning the evaluation of the psychometric properties of the CEEDI, the set of five developmental scales developed for the measurement of child progress or growth in the evaluation of the HCEEP projects. The CEEDI is an experimental set of measures of developmental level in five domains: Personal-Social, Adaptive, Cognitive, Communication, and Motor. More in-depth discussions of each scale, and the development and administration of the scales, are contained elsewhere - in other appendices and in the main body of this report. The information presented here concerns quantitative assessments of the validity and reliability of each scale using both pretest and posttest data separately. (A discussion of reasons for high content validity is included in an earlier section of the report in Chapter II.)

Scale Validity

This section is concerned with the issue of whether, and to what extent, the five CEEDI domain scales measure what they were intended to measure. The scope of the evaluation study precluded any structured effort to obtain a broad spectrum of validation data. However, within the sample of children tested with the CEEDI, one significant aspect of the validity of each scale was examined: the relationship of the scales' total raw scores and the percent passing the items within each scale with the age of the children. The CEEDI scales were designed to be measures of developmental level and, as such, the items were ordered as well as possible so that the probability of their being passed should decrease from the first to the last item for children of any given age level. In addition, the probability of each item's being passed should increase across increasing age levels. Consequently the raw scores should increase with age.

Before presenting the data concerned with the scales' relationship with age, a brief description of the method of obtaining the raw scores should be repeated. Based upon the chronological age of the child being tested (and any other relevant information) the test administrator chose an item, anywhere in the scale, as a starting point. Then successively lower items were given until the child passed three items in a row. The sequence number of the highest item of these three that the child had passed in order was designated as his basal score. Next the child was administered successively higher items until he failed to pass three items in a row. The sequence number of the highest item that the child had passed was designated as his ceiling score. The raw domain scale score was the basal score plus the number of items passed until the ceiling had been reached. Consequently, the raw score presupposes that the child would have passed all items below the basal score and would have failed to pass all items above the ceiling score. These two presuppositions are assumed to be valid in the analyses of the total and item scores employed to provide information on the validity (and reliability) of each scale. If this assumption were invalid, the measures of validity and reliability presented here could be in error. That is, to the extent that items assumed to be passed or failed that would not have been passed or failed had all items been administered, the item and total score statistics could have been over- or underestimated. The actual magnitude and direction of such possible errors, however, should be determined by an empirical comparison of the item administration and scoring method employed with the administration of all items to each child. In lieu of such a comparison, it is believed that the large number of possible alternative item pass/fail configurations precludes any defensible estimate of the degree and direction of such errors. Instead, a tentative conclusion that such errors would be at least small is offered based upon the belief that the number of items "incorrectly" scored would be relatively small.

Age Validity of Items

The percents of children passing each item (the item difficulties) for children of increasing age are presented in Tables I-1 through I-10. Tables I-1 through I-5 contain these data for each domain using pretest

performance, and Tables I-6 through I-10 contain the same data using posttest performance. In each domain, there is a strong trend of increasing item difficulty from the first to the last item in the scale. Also, for most items there is a strong trend of decreasing item difficulty from low to high age levels. Some of these items show a smooth trend and others contain one large increase in percent passing between adjacent age levels.

All children who were pretested were included in the results of Tables I-1 through I-5, except for one child who was seven years old. Although a total of 152 children were included in these analyses, certain age groups consisted of quite small numbers of children. Age groups 0-1, 1-2, and 6-7 included less than 10 children each. The results for these age levels should be interpreted with caution. Differences in results between children 0-5 and 6-11 months old were not explored since there was only one child in the 0-5 age group. Similarly all children who were posttested were included in the results of Tables I-6 and I-10, except for one child in the 0-1 age group and two in the 7-8 age group. Again, quite small samples were included in the 1-2, 2-3, and possible the 6-7 age levels and, consequently, the results for these age levels should be interpreted with caution. In general, the information on item difficulties by age level presented here is based upon relatively small samples of children who were sampled from a special population. However, this information could be used in a larger validation and standardization study of the CEEDI to weed out or change the sequence of certain items.

Age Validity of Total Scores

As noted earlier in this report (Chapter IV), the relationship of total scores with age (in months) is consistently very strong and linear for each domain and for both pretest and posttest. Table 4-1 from that chapter is reproduced here (as Table I-11) to show the linear correlations between scores and age. Indeed one can conclude that each scale demonstrates the expected relation to age.

TABLE I-1 PERCENT OF CHILDREN PASSING EACH ITEM FROM THE PERSONAL-SOCIAL DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a]

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
PS01	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PS02	100.0	88.9	88.9	100.0	100.0	100.0	100.0
PS03	75.0	100.0	88.9	100.0	100.0	100.0	100.0
PS04	50.0	100.0	100.0	100.0	100.0	100.0	100.0
PS05	75.0	88.9	88.9	100.0	100.0	100.0	100.0
PS06	75.0	77.8	94.4	100.0	100.0	100.0	100.0
PS07	25.0	77.8	88.9	100.0	100.0	100.0	100.0
PS08	50.0	88.9	100.0	100.0	100.0	100.0	100.0
PS09	25.0	66.7	94.4	100.0	97.9	100.0	100.0
PS10	25.0	77.8	88.9	100.0	95.7	100.0	100.0
PS11	50.0	55.6	83.3	100.0	97.9	100.0	100.0
PS12	25.0	66.7	100.0	100.0	97.9	100.0	100.0
PS13	25.0	44.4	83.3	97.2	95.7	100.0	100.0
PS14	50.0	77.8	94.4	100.0	95.7	100.0	100.0
PS15	25.0	55.6	72.2	100.0	93.6	100.0	100.0
PS16	0	22.2	72.2	100.0	89.4	100.0	100.0
PS17	0	44.4	77.8	100.0	93.6	100.0	100.0
PS18	0	11.1	83.3	97.2	89.4	100.0	100.0
PS19	0	22.2	77.8	97.2	95.7	100.0	100.0
PS20	0	11.1	88.9	94.4	95.7	96.9	100.0
PS21	0	11.1	55.6	91.7	89.4	96.9	100.0
PS22	0	0	38.9	88.9	83.0	96.9	100.0
PS23	0	0	72.2	94.4	91.5	96.9	100.0
PS24	0	11.1	83.3	97.2	91.5	100.0	100.0
PS25	0	11.1	61.1	86.1	91.5	96.9	100.0
PS26	0	0	50.0	88.9	76.6	100.0	100.0
PS27	0	11.1	44.4	86.1	93.6	100.0	100.0
PS28	0	0	11.1	66.7	72.3	96.9	100.0
PS29	0	0	16.7	38.9	59.6	96.9	100.0
PS30	0	11.1	50.0	58.3	78.7	93.8	100.0
PS31	0	0	22.2	52.8	76.6	90.6	83.3
PS32	0	0	33.3	63.9	78.7	93.8	100.0
PS33	0	0	50.0	69.4	85.1	93.8	83.3
PS34	0	0	22.2	63.9	66.0	93.8	100.0
PS35	0	0	16.7	69.4	78.7	96.9	100.0
PS36	0	0	16.7	47.2	63.8	87.5	100.0
PS37	0	0	16.7	36.1	51.1	87.5	83.3
PS38	0	0	11.1	47.2	63.8	84.4	83.3
PS39	0	0	05.6	30.6	51.1	90.6	100.0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-1. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE PERSONAL-SOCIAL DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
PS40	0	0	0	47.2	57.4	93.8	100.0
PS41	0	0	0	11.1	23.4	78.1	83.3
PS42	0	0	11.1	38.9	51.1	87.5	100.0
PS43	0	0	11.1	36.1	40.4	75.0	83.3
PS44	0	0	11.1	41.7	57.4	93.8	83.3
PS45	0	0	11.1	25.0	42.6	81.3	100.0
PS46	0	0	05.6	25.0	34.0	65.6	83.3
PS47	0	0	0	27.8	46.8	71.9	100.0
PS48	0	0	05.6	22.2	48.9	81.3	66.7
PS49	0	0	05.6	19.4	46.8	62.5	100.0
PS50	0	0	05.6	05.6	14.9	50.0	50.0
PS51	0	0	05.6	11.1	34.0	53.1	50.0
PS52	0	0	0	05.6	34.0	59.4	83.3
PS53	0	0	05.6	16.7	40.4	62.5	100.0
PS54	0	0	05.6	05.6	25.5	46.9	66.7
PS55	0	0	05.6	11.1	38.3	62.5	83.3
PS56	0	0	0	05.6	19.1	34.4	50.0
PS57	0	0	05.6	11.1	36.2	65.6	100.0
PS58	0	0	0	11.1	38.3	62.5	83.3
PS59	0	0	0	08.3	29.8	59.4	83.3
PS60	0	0	0	08.3	29.8	53.1	83.3
PS61	0	0	0	02.8	12.8	18.8	83.3
PS62	0	0	0	05.6	27.7	50.0	100.0
PS63	0	0	0	02.8	14.9	12.5	66.7
PS64	0	0	0	05.6	12.8	28.1	83.3
PS65	0	0	0	05.6	19.1	34.4	83.3
PS66	0	0	0	02.8	14.9	12.5	16.7
PS67	0	0	0	08.3	06.4	15.6	50.0
PS68	0	0	0	08.3	17.0	37.5	66.7
PS69	0	0	0	05.6	14.9	25.0	50.0
PS70	0	0	0	08.3	12.8	21.9	33.3
PS71	0	0	0	05.6	21.3	15.6	83.3
PS72	0	0	0	02.8	12.8	18.8	66.7
PS73	0	0	0	08.3	06.4	21.9	66.7
PS74	0	0	0	08.3	17.0	21.9	66.7
PS75	0	0	0	08.3	19.1	28.1	66.7
PS76	0	0	0	02.8	08.5	09.4	50.0
PS77	0	0	0	05.6	04.3	09.4	50.0
PS78	0	0	0	02.8	10.6	12.5	33.3
PS79	0	0	0	02.8	06.4	03.1	16.7

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-1. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE PERSONAL-SOCIAL DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
PS80	0	0	0	05.6	06.4	12.5	33.3
PS81	0	0	0	02.8	08.5	03.1	16.7
PS82	0	0	0	02.8	04.3	03.1	33.3
PS83	0	0	0	0	04.3	06.3	0
PS84	0	0	0	02.8	06.4	09.4	33.3
PS85	0	0	0	02.8	04.3	06.3	33.3
PS86	0	0	0	02.8	0	0	16.7
PS87	0	0	0	02.8	04.3	03.1	33.3

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-2. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE ADAPTIVE DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL [a]

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N [b]	4	9	18	36	47	32	6
AD01	100.0	100.0	100.0	100.0	100.0	100.0	100.0
AD02	75.0	77.8	100.0	100.0	100.0	100.0	100.0
AD03	75.0	77.8	100.0	100.0	100.0	100.0	100.0
AD04	75.0	77.8	100.0	100.0	100.0	100.0	100.0
AD05	100.0	88.9	94.4	100.0	100.0	100.0	100.0
AD06	75.0	77.8	94.4	100.0	100.0	100.0	100.0
AD07	100.0	88.9	100.0	100.0	100.0	100.0	100.0
AD08	75.0	88.9	94.4	100.0	100.0	100.0	100.0
AD09	50.0	66.7	94.4	100.0	97.9	100.0	100.0
AD10	75.0	88.9	94.4	100.0	100.0	100.0	100.0
AD11	75.0	88.9	100.0	100.0	100.0	100.0	100.0
AD12	25.0	66.7	94.4	100.0	95.7	100.0	100.0
AD13	75.0	88.9	94.4	100.0	95.7	100.0	100.0
AD14	25.0	66.7	94.4	100.0	97.9	100.0	100.0
AD15	25.0	55.6	88.9	100.0	97.9	100.0	100.0
AD16	0	33.3	88.9	100.0	95.7	100.0	100.0
AD17	0	22.2	94.4	100.0	93.6	100.0	100.0
AD18	0	55.6	77.8	100.0	97.9	96.9	100.0
AD19	25.0	44.4	88.9	100.0	95.7	100.0	100.0
AD20	25.0	22.2	77.8	100.0	93.6	96.9	100.0
AD21	0	33.3	94.4	97.2	97.9	100.0	100.0
AD22	0	33.3	83.3	94.4	95.7	93.8	100.0
AD23	0	33.3	72.2	97.2	93.6	96.9	100.0
AD24	0	22.2	88.9	94.4	95.7	90.6	100.0
AD25	0	33.3	83.3	97.2	95.7	96.9	100.0
AD26	0	0	27.8	94.4	91.5	93.8	100.0
AD27	0	0	22.2	94.4	85.1	93.8	100.0
AD28	0	0	72.2	100.0	91.5	100.0	100.0
AD29	0	0	66.7	97.2	91.5	93.8	100.0
AD30	0	0	22.2	83.3	89.4	93.8	100.0
AD31	0	0	38.9	72.2	85.1	93.8	100.0
AD32	0	0	11.1	72.2	85.1	93.8	100.0
AD33	0	0	05.6	47.2	68.1	90.6	100.0
AD34	0	0	27.8	75.0	78.7	93.8	100.0
AD35	0	0	11.1	58.3	78.7	90.6	100.0
AD36	0	0	16.7	58.3	78.7	93.8	100.0
AD37	0	0	27.8	77.8	83.0	90.6	100.0
AD38	0	0	11.1	69.4	83.0	93.8	100.0
AD39	0	0	16.7	61.1	70.2	84.4	100.0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-2. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE ADAPTIVE DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
AD40	0	0	11.1	44.4	68.1	87.5	100.0
AD41	0	0	11.1	80.6	83.0	93.8	100.0
AD42	0	0	11.1	58.3	68.1	84.4	100.0
AD43	0	0	05.6	41.7	66.0	87.5	100.0
AD44	0	0	11.1	25.0	48.9	65.6	100.0
AD45	0	0	0	38.9	40.4	56.3	100.0
AD46	0	0	0	13.9	17.0	31.3	50.0
AD47	0	0	05.6	16.7	44.7	68.8	100.0
AD48	0	0	0	16.7	29.8	46.9	83.3
AD49	0	0	0	05.6	12.8	34.4	33.3
AD50	0	0	0	16.7	23.4	53.1	66.7
AD51	0	0	0	11.1	17.0	46.9	83.3
AD52	0	0	0	08.3	27.7	46.9	83.3
AD53	0	0	0	08.3	17.0	34.4	83.3
AD54	0	0	0	11.1	19.1	31.3	83.3
AD55	0	0	0	11.1	19.1	43.8	83.3
AD56	0	0	0	0	02.1	18.8	33.3
AD57	0	0	0	02.8	10.6	15.6	66.7
AD58	0	0	0	08.3	10.6	21.9	50.0
AD59	0	0	0	02.8	0	03.1	0
AD60	0	0	0	05.6	06.4	18.8	50.0
AD61	0	0	0	05.6	06.4	12.5	66.7
AD62	0	0	0	0	02.1	09.4	0
AD63	0	0	0	0	02.1	03.1	16.7
AD64	0	0	0	02.8	02.1	12.5	33.3
AD65	0	0	0	0	0	0	33.3
AD66	0	0	0	0	0	0	33.3
AD67	0	0	0	0	0	03.1	50.0
AD68	0	0	0	0	0	0	16.7

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-3. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE COGNITIVE DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL [a]

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
CG01	100.0	77.8	94.4	100.0	100.0	100.0	100.0
CG02	100.0	88.9	94.4	100.0	100.0	100.0	100.0
CG03	75.0	77.8	94.4	100.0	100.0	100.0	100.0
CG04	75.0	66.7	94.4	100.0	100.0	100.0	100.0
CG05	50.0	77.8	94.4	100.0	100.0	100.0	100.0
CG06	50.0	44.4	83.3	100.0	100.0	100.0	100.0
CG07	0	55.6	88.9	100.0	100.0	100.0	100.0
CG08	0	55.6	88.9	100.0	97.9	100.0	100.0
CG09	0	11.1	83.3	100.0	97.9	100.0	100.0
CG10	0	44.4	88.9	97.2	100.0	100.0	100.0
CG11	0	11.1	88.9	97.2	93.6	100.0	100.0
CG12	0	11.1	38.9	97.2	87.2	96.9	100.0
CG13	0	44.4	83.3	100.0	97.9	100.0	100.0
CG14	0	0	72.2	97.2	95.7	100.0	100.0
CG15	0	0	16.7	75.0	80.9	96.9	100.0
CG16	0	0	16.7	66.7	72.3	90.6	100.0
CG17	0	0	11.1	58.3	70.2	93.8	100.0
CG18	0	0	05.6	66.7	66.0	93.8	100.0
CG19	0	0	05.6	58.3	59.6	93.8	100.0
CG20	0	0	05.6	66.7	66.0	90.6	100.0
CG21	0	0	11.1	27.8	31.9	87.5	100.0
CG22	0	0	05.6	58.3	66.0	93.8	100.0
CG23	0	0	0	41.7	53.2	87.5	100.0
CG24	0	0	0	13.9	27.7	81.3	100.0
CG25	0	0	05.6	19.4	34.0	87.5	100.0
CG26	0	0	0	16.7	31.9	78.1	100.0
CG27	0	0	05.6	11.1	29.8	71.9	100.0
CG28	0	0	05.6	33.3	48.9	78.1	100.0
CG29	0	0	0	13.9	25.5	78.1	100.0
CG30	0	0	0	02.8	14.9	59.4	83.3
CG31	0	0	0	08.3	34.0	59.4	100.0
CG32	0	0	0	0	08.5	43.8	66.7
CG33	0	0	0	02.8	10.6	56.3	100.0
CG34	0	0	0	02.8	08.5	37.5	50.0
CG35	0	0	0	02.8	12.8	56.3	66.7
CG36	0	0	0	0	06.4	43.8	33.3
CG37	0	0	0	0	04.3	28.1	50.0
CG38	0	0	0	0	04.3	37.5	33.3
CG39	0	0	0	0	04.3	25.0	16.7

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-3. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE COGNITIVE DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
CG40	0	0	0	0	06.4	40.6	50.0
CG41	0	0	0	0	06.4	46.9	50.0
GG42	0	0	0	0	08.5	46.9	50.0
CG43	0	0	0	0	0	28.1	16.7
CG44	0	0	0	0	06.4	28.1	33.3
CG45	0	0	0	0	04.3	28.1	33.3
CG46	0	0	0	0	04.3	28.1	33.3
CG47	0	0	0	0	04.3	06.3	33.3
CG48	0	0	0	0	0	12.5	0
CG49	0	0	0	0	0	0	0
CG50	0	0	0	0	0	03.1	33.3
CG51	0	0	0	0	0	06.3	33.3
CG52	0	0	0	0	0	0	16.7
CG53	0	0	0	0	0	0	0
CG54	0	0	0	0	0	0	0
CG55	0	0	0	0	0	0	0
CG56	0	0	0	0	0	0	0
CG57	0	0	0	0	0	0	0
CG58	0	0	0	0	0	0	0
CG59	0	0	0	0	0	0	0
CG60	0	0	0	0	0	0	0
CG61	0	0	0	0	0	0	0
CG62	0	0	0	0	0	0	0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-4. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE COMMUNICATION DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a]

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
CM01	100.0	77.8	94.4	97.2	97.9	96.9	100.0
CM02	100.0	55.6	94.4	97.2	97.9	96.9	100.0
CM03	25.0	100.0	94.4	97.2	100.0	93.8	100.0
CM04	50.0	88.9	88.9	97.2	100.0	93.8	100.0
CM05	75.0	44.4	88.9	97.2	97.9	96.9	100.0
CM06	50.0	88.9	94.4	94.4	100.0	96.9	100.0
CM07	25.0	77.8	83.3	100.0	97.9	93.8	100.0
CM08	50.0	44.4	88.9	100.0	95.7	96.9	100.0
CM09	25.0	22.2	77.8	94.4	97.9	93.8	100.0
CM10	25.0	66.7	83.3	94.4	97.9	93.8	100.0
CM11	0	33.3	88.9	100.0	95.7	96.9	100.0
CM12	25.0	33.3	83.3	97.2	97.9	96.9	100.0
CM13	25.0	44.4	72.2	86.1	95.7	87.5	100.0
CM14	0	0	22.2	86.1	87.2	90.6	100.0
CM15	0	22.2	83.3	97.2	95.7	96.9	100.0
CM16	0	11.1	66.7	97.2	93.6	96.9	100.0
CM17	0	0	05.6	61.1	63.8	84.4	100.0
CM18	0	0	05.6	52.8	63.8	87.5	100.0
CM19	0	0	05.6	72.2	78.7	87.5	100.0
CM20	0	0	05.6	47.2	55.3	87.5	100.0
CM21	0	0	11.1	63.9	68.1	87.5	100.0
CM22	0	0	0	52.8	66.0	81.3	100.0
CM23	0	0	0	52.8	53.2	81.3	100.0
CM24	0	0	0	33.3	44.7	75.0	100.0
CM25	0	0	0	27.8	29.8	81.3	100.0
CM26	0	0	0	22.2	29.8	68.8	100.0
CM27	0	0	0	19.4	36.2	75.0	100.0
CM28	0	0	0	27.8	46.8	78.1	100.0
CM29	0	0	0	08.3	19.1	53.1	83.3
CM30	0	0	0	16.7	36.2	75.0	100.0
CM31	0	0	0	16.7	34.0	71.9	100.0
CM32	0	0	0	19.4	34.0	62.5	100.0
CM33	0	0	0	22.2	36.2	71.9	100.0
CM34	0	0	0	05.6	12.8	43.8	83.3
CM35	0	0	0	13.9	25.5	71.9	83.3
CM36	0	0	0	05.6	14.9	56.3	100.0
CM37	0	0	0	0	12.8	50.0	100.0
CM38	0	0	0	02.8	14.9	50.0	100.0
CM39	0	0	0	05.6	12.8	50.0	100.0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-4. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE COMMUNICATION DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
CM40	0	0	0	05.6	14.9	59.4	83.3
CM41	0	0	0	08.3	21.3	59.4	83.3
CM42	0	0	0	05.6	21.3	46.9	100.0
CM43	0	0	0	05.6	10.6	46.9	50.0
CM44	0	0	0	02.8	04.3	28.1	16.7
CM45	0	0	0	08.3	12.8	53.1	83.3
CM46	0	0	0	0	02.1	31.3	33.3
CM47	0	0	0	02.8	02.1	12.5	0
CM48	0	0	0	0	06.4	25.0	16.7
CM49	0	0	0	0	02.1	31.3	66.7
CM50	0	0	0	0	0	0	0
CM51	0	0	0	0	02.1	25.0	16.7
CM52	0	0	0	0	0	06.3	16.7
CM53	0	0	0	0	0	0	0
CM54	0	0	0	0	02.1	15.6	16.7
CM55	0	0	0	0	0	12.5	16.7
CM56	0	0	0	0	0	06.3	16.7

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-5. PRECENT OF CHILDREN PASSING EACH ITEM FROM THE MOTOR DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a]

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	6
M001	100.0	88.9	100.0	100.0	100.0	100.0	100.0
M002	75.0	88.9	94.4	100.0	100.0	100.0	100.0
M003	100.0	88.9	100.0	100.0	100.0	100.0	100.0
M004	100.0	100.0	94.4	100.0	100.0	100.0	100.0
M005	75.0	88.9	94.4	100.0	100.0	100.0	100.0
M006	75.0	77.8	94.4	100.0	100.0	100.0	100.0
M007	100.0	77.8	94.4	100.0	100.0	100.0	100.0
M008	100.0	100.0	94.4	100.0	100.0	100.0	100.0
M009	75.0	55.6	94.4	100.0	100.0	100.0	100.0
M010	75.0	55.6	94.4	100.0	100.0	100.0	100.0
M011	50.0	55.6	88.9	100.0	100.0	100.0	100.0
M012	0	55.6	88.9	100.0	100.0	100.0	100.0
M013	50.0	55.6	94.4	100.0	100.0	100.0	100.0
MC14	50.0	44.4	94.4	100.0	100.0	100.0	100.0
M015	50.0	44.4	94.4	100.0	100.0	100.0	100.0
M016	25.0	44.4	94.4	100.0	100.0	100.0	100.0
M017	50.0	44.4	94.4	100.0	100.0	100.0	100.0
M018	25.0	33.3	94.4	100.0	100.0	100.0	100.0
M019	0	33.3	88.9	100.0	100.0	100.0	100.0
M020	25.0	33.3	94.4	100.0	100.0	100.0	100.0
M021	0	33.3	88.9	100.0	97.9	100.0	100.0
M022	25.0	22.2	88.9	100.0	100.0	100.0	100.0
M023	0	11.1	88.9	100.0	97.9	100.0	100.0
M024	0	22.2	83.3	100.0	97.9	100.0	100.0
M025	0	22.2	88.9	100.0	97.9	100.0	100.0
M026	0	33.3	88.9	100.0	97.9	100.0	100.0
M027	0	22.2	83.3	94.4	97.9	96.9	100.0
M028	0	22.2	83.3	97.2	97.9	96.9	100.0
M029	0	22.2	77.8	97.2	95.7	96.9	100.0
M030	0	0	77.8	94.4	97.9	93.8	100.0
M031	0	11.1	83.3	94.4	95.7	96.9	100.0
M032	0	22.2	83.3	97.2	95.7	93.8	100.0
M033	0	11.1	77.8	94.4	97.9	96.9	100.0
M034	0	0	50.0	94.4	93.6	96.9	100.0
M035	0	0	50.0	88.9	87.2	93.8	100.0
M036	0	0	44.4	94.4	95.7	93.8	100.0
M037	0	0	38.9	83.3	87.2	93.8	100.0
M038	0	11.1	50.0	80.6	87.2	93.8	100.0
M039	0	0	66.7	91.7	93.6	93.8	100.0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-5. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE MOTOR DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	4
M040	0	0	55.6	94.4	91.5	96.9	100.0
M041	0	0	27.8	72.2	83.0	96.9	100.0
M042	0	0	33.3	80.6	87.2	93.8	100.0
M043	0	0	27.8	66.7	78.7	93.8	100.0
M044	0	0	0	72.2	74.5	93.8	100.0
M045	0	0	27.8	77.8	76.6	93.8	100.0
M046	0	0	16.7	61.1	63.8	87.5	100.0
M047	0	0	0	30.6	40.4	90.6	100.0
M048	0	0	11.1	19.4	44.7	81.3	100.0
M049	0	0	0	38.9	59.6	87.5	100.0
M050	0	0	05.6	47.2	59.6	87.5	100.0
M051	0	0	0	02.8	21.3	71.9	83.3
M052	0	0	0	13.9	38.3	78.1	83.3
M053	0	0	05.6	30.6	51.1	78.1	100.0
M054	0	0	0	08.3	31.9	75.0	83.3
M055	0	0	0	08.3	23.4	71.9	83.3
M056	0	0	0	36.1	36.2	84.4	100.0
M057	0	0	0	08.3	29.8	62.5	83.3
M058	0	0	0	0	10.6	59.4	83.3
M059	0	0	0	0	0	37.5	66.7
M060	0	0	0	0	08.5	50.0	66.7
M061	0	0	0	02.8	17.0	65.6	83.3
M062	0	0	05.6	16.7	34.0	68.8	83.3
M063	0	0	0	05.6	19.1	53.1	83.3
M064	0	0	0	0	02.1	28.1	50.0
M065	0	0	0	0	10.6	37.5	50.0
M066	0	0	0	0	0	18.8	16.7
M067	0	0	0	0	10.6	31.3	83.3
M068	0	0	0	0	06.4	15.6	66.7
M069	0	0	0	0	04.3	0	16.7
M070	0	0	0	0	04.3	21.9	50.0
M071	0	0	0	0	06.4	28.1	50.0
M072	0	0	0	0	06.4	25.0	66.7
M073	0	0	0	0	0	03.1	33.3
M074	0	0	0	0	06.4	21.9	50.0
M075	0	0	0	0	0	09.4	16.7
M076	0	0	0	0	02.1	15.6	50.0
M077	0	0	0	0	02.1	09.4	16.7
M078	0	0	0	0	0	0	16.7
M079	0	0	0	0	0	03.1	16.7

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-5. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE MOTOR DOMAIN OF THE CEEDI PRETEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 0-1	1-2	2-3	3-4	4-5	5-6	6-7
N[b]	4	9	18	36	47	32	4
MO80	0	0	0	0	0	0	16.7
MO81	0	0	0	0	0	0	0
MO82	0	0	0	0	0	0	0
MO83	0	0	0	0	0	0	0
MO84	0	0	0	0	0	0	16.7
MO85	0	0	0	0	0	0	0
MO86	0	0	0	0	0	0	0
MO87	0	0	0	0	0	0	0
MO88	0	0	0	0	0	0	0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-6. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE PERSONAL-SOCIAL DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a]

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
PS01	100.0	100.0	100.0	100.0	100.0	100.0
PS02	100.0	100.0	100.0	100.0	100.0	100.0
PS03	100.0	100.0	100.0	100.0	100.0	100.0
PS04	100.0	100.0	100.0	100.0	100.0	100.0
PS05	88.9	100.0	100.0	100.0	100.0	100.0
PS06	100.0	100.0	100.0	100.0	100.0	100.0
PS07	100.0	100.0	100.0	100.0	100.0	100.0
PS08	100.0	100.0	100.0	100.0	100.0	100.0
PS09	100.0	100.0	100.0	100.0	100.0	100.0
PS10	88.9	80.0	100.0	100.0	97.1	100.0
PS11	100.0	80.0	100.0	100.0	100.0	100.0
PS12	100.0	100.0	100.0	97.6	100.0	100.0
PS13	100.0	60.0	100.0	100.0	97.1	100.0
PS14	88.9	100.0	100.0	97.6	97.1	100.0
PS15	66.7	80.0	100.0	97.6	100.0	100.0
PS16	55.6	80.0	100.0	97.6	100.0	100.0
PS17	55.6	80.0	95.8	97.6	97.1	100.0
PS18	44.4	60.0	95.8	100.0	97.1	100.0
PS19	55.6	80.0	100.0	97.6	100.0	100.0
PS20	55.6	80.0	100.0	97.6	97.1	100.0
PS21	22.2	60.0	100.0	95.2	97.1	100.0
PS22	22.2	40.0	95.8	95.2	94.3	100.0
PS23	55.6	80.0	100.0	95.2	97.1	100.0
PS24	55.6	80.0	100.0	97.6	97.1	100.0
PS25	33.3	80.0	100.0	97.6	97.1	100.0
PS26	22.2	40.0	87.5	92.9	97.1	100.0
PS27	33.3	80.0	83.3	92.9	97.1	100.0
PS28	11.1	20.0	75.0	92.9	94.3	100.0
PS29	11.1	40.0	50.0	83.3	94.3	100.0
PS30	22.2	80.0	75.0	85.7	94.3	100.0
PS31	11.1	20.0	75.0	92.9	94.3	100.0
PS32	11.1	80.0	75.0	92.9	94.3	100.0
PS33	11.1	80.0	83.3	95.2	94.3	100.0
PS34	11.1	60.0	66.7	90.5	91.4	100.0
PS35	11.1	80.0	75.0	92.9	94.3	100.0
PS36	11.1	20.0	54.2	83.3	94.3	100.0
PS37	11.1	20.0	45.8	81.0	88.6	90.9
PS38	11.1	40.0	62.5	85.7	94.3	100.0
PS39	11.1	0	41.7	69.0	80.0	100.0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level.

TABLE I-6. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE PERSONAL-SOCIAL DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
PS40	11.1	0	45.8	78.6	88.6	90.9
PS41	11.1	0	16.7	61.9	80.0	81.8
PS42	11.1	40.0	45.8	76.2	88.6	100.0
PS43	11.1	40.0	20.8	61.9	85.7	90.9
PS44	11.1	20.0	45.8	78.6	88.6	100.0
PS45	11.1	20.0	37.5	71.4	85.7	100.0
PS46	11.1	40.0	29.2	54.8	74.3	90.9
PS47	11.1	0	16.7	54.8	80.0	90.9
PS48	11.1	20.0	41.7	78.6	82.9	90.9
PS49	0	20.0	33.3	64.3	82.9	100.0
PS50	0	0	16.7	31.0	60.0	63.6
PS51	0	0	12.5	52.4	68.6	81.8
PS52	0	0	20.8	45.2	77.1	90.9
PS53	0	0	16.7	57.1	77.1	81.8
PS54	0	0	25.0	50.0	57.1	81.8
PS55	0	20.0	20.8	45.2	74.3	72.7
PS56	0	0	04.2	31.0	48.6	63.6
PS57	0	0	20.8	52.4	71.4	90.9
PS58	0	20.0	12.5	52.4	65.7	90.9
PS59	0	20.0	08.3	45.2	60.0	90.9
PS60	0	0	20.8	42.9	62.9	90.9
PS61	0	0	04.2	14.3	42.9	81.8
PS62	0	0	20.8	35.7	62.9	90.9
PS63	0	0	16.7	26.2	42.9	72.7
PS64	0	0	16.7	31.0	54.3	72.7
PS65	0	0	04.2	21.4	57.1	90.9
PS66	0	0	04.2	14.3	31.4	63.6
PS67	0	0	04.2	21.4	34.3	54.5
PS68	0	0	16.7	35.7	48.6	72.7
PS69	0	0	08.3	23.8	51.4	81.8
PS70	0	0	16.7	26.2	31.4	63.6
PS71	0	0	16.7	28.6	48.6	90.9
PS72	0	0	08.3	26.2	34.3	90.9
PS73	0	0	12.5	26.2	42.9	63.6
PS74	0	0	12.5	28.6	42.9	63.6
PS75	0	0	16.7	31.0	40.0	81.8
PS76	0	0	08.3	11.9	31.4	63.6
PS77	0	0	0	11.9	11.4	36.4
PS78	0	0	12.5	14.3	22.9	45.5
PS79	0	0	04.2	09.5	20.0	45.5

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-6. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE PERSONAL-SOCIAL DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
PS80	0	0	0	11.9	17.1	36.4
PS81	0	0	04.2	07.1	11.4	54.5
PS82	0	0	04.2	09.5	11.4	45.5
PS83	0	0	0	07.1	08.6	27.3
PS84	0	0	0	07.1	08.6	09.1
PS85	0	0	0	09.5	08.6	36.4
PS86	0	0	04.2	0	02.9	27.3
PS87	0	0	04.2	02.4	08.6	18.2

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-7. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE ADAPTIVE DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a]

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
AD01	100.0	100.0	100.0	100.0	100.0	100.0
AD02	100.0	100.0	100.0	100.0	100.0	100.0
AD03	100.0	100.0	100.0	100.0	100.0	100.0
AD04	88.9	100.0	100.0	100.0	100.0	100.0
AD05	100.0	100.0	100.0	100.0	100.0	100.0
AD06	100.0	100.0	100.0	100.0	100.0	100.0
AD07	100.0	100.0	100.0	100.0	100.0	100.0
AD08	100.0	100.0	100.0	100.0	100.0	100.0
AD09	88.9	80.0	100.0	100.0	100.0	100.0
AD10	100.0	80.0	100.0	100.0	100.0	100.0
AD11	100.0	100.0	100.0	100.0	100.0	100.0
AD12	88.9	80.0	100.0	100.0	100.0	100.0
AD13	77.8	80.0	100.0	100.0	100.0	100.0
AD14	77.8	100.0	100.0	100.0	100.0	100.0
AD15	66.7	80.0	100.0	100.0	100.0	100.0
AD16	77.8	80.0	100.0	100.0	97.1	100.0
AD17	66.7	80.0	100.0	100.0	100.0	100.0
AD18	55.6	60.0	100.0	100.0	100.0	100.0
AD19	77.8	80.0	95.8	100.0	97.1	100.0
AD20	44.4	80.0	100.0	100.0	94.1	100.0
AD21	55.6	80.0	100.0	100.0	100.0	100.0
AD22	44.4	60.0	95.8	100.0	97.1	100.0
AD23	44.4	60.0	100.0	97.6	100.0	100.0
AD24	44.4	80.0	100.0	95.2	97.1	100.0
AD25	33.3	60.0	100.0	97.6	97.1	100.0
AD26	33.3	40.0	87.5	92.9	94.1	100.0
AD27	22.2	40.0	87.5	95.2	94.1	100.0
AD28	22.2	80.0	100.0	95.2	97.1	100.0
AD29	22.2	60.0	100.0	95.2	94.1	100.0
AD30	11.1	20.0	83.3	88.1	94.1	100.0
AD31	11.1	40.0	79.2	90.5	94.1	100.0
AD32	11.1	40.0	75.0	90.5	94.1	100.0
AD33	11.1	20.0	54.2	78.6	88.2	90.9
AD34	11.1	40.0	75.0	90.5	94.1	100.0
AD35	11.1	40.0	50.0	90.5	88.2	90.9
AD36	11.1	40.0	70.8	81.0	91.2	100.0
AD37	11.1	40.0	75.0	83.3	94.1	100.0
AD38	11.1	20.0	58.3	90.5	91.2	90.9
AD39	11.1	20.0	58.3	85.7	79.4	90.9

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-7. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE ADAPTIVE DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL [a] (CONTINUED)

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N [b]	9	5	24	42	35	11
AD40	11.1	0	58.3	78.6	91.2	90.9
AD41	11.1	20.0	70.8	90.5	94.1	100.0
AD42	11.1	20.0	54.2	73.8	88.2	100.0
AD43	11.1	20.0	50.0	88.1	82.4	90.9
AD44	11.1	20.0	25.0	47.6	79.4	90.9
AD45	0	0	33.3	45.2	64.7	90.9
AD46	0	0	16.7	35.7	55.9	90.9
AD47	0	20.0	16.7	54.8	67.6	90.9
AD48	0	20.0	12.5	40.5	58.8	90.9
AD49	0	0	16.7	47.6	61.8	72.7
AD50	0	0	12.5	45.2	58.8	63.6
AD51	0	20.0	12.5	40.5	55.9	72.7
AD52	0	20.0	12.5	45.2	64.7	54.5
AD53	0	0	12.5	19.0	44.1	63.6
AD54	0	0	12.5	33.3	47.1	54.5
AD55	0	0	16.7	33.3	47.1	63.6
AD56	0	0	0	07.1	32.4	45.5
AD67	0	0	04.2	19.0	23.5	36.4
AD58	0	0	16.7	31.0	47.1	72.7
AD59	0	0	0	02.4	20.6	36.4
AD60	0	0	16.7	23.8	41.2	63.6
AD61	0	0	16.7	19.0	32.4	45.5
AD62	0	0	0	04.8	20.6	27.3
AD63	0	0	0	09.5	11.8	36.4
AD64	0	0	0	21.4	14.7	27.3
AD65	0	0	0	07.1	11.8	45.5
AD66	0	0	0	02.4	05.9	0
AD67	0	0	0	14.3	08.8	18.2
AD68	0	0	0	14.3	05.9	0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-8 PERCENT OF CHILDREN PASSING EACH ITEM FROM THE COGNITIVE DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a]

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
CG01	88.9	100.0	100.0	100.0	100.0	100.0
CG02	100.0	80.0	100.0	100.0	100.0	100.0
CG03	88.9	100.0	100.0	100.0	100.0	100.0
CG04	88.9	100.0	100.0	100.0	100.0	100.0
CG05	88.9	80.0	100.0	100.0	100.0	100.0
CG06	66.7	80.0	100.0	100.0	97.1	100.0
CG07	66.7	80.0	100.0	100.0	97.1	100.0
CG08	77.8	80.0	100.0	100.0	97.1	100.0
CG09	66.7	80.0	100.0	100.0	97.1	100.0
CG10	77.8	80.0	100.0	97.7	97.1	100.0
CG11	33.3	80.0	100.0	95.3	94.3	100.0
CG12	33.3	60.0	83.3	93.0	94.3	90.9
CG13	55.6	80.0	100.0	97.7	97.1	100.0
CG14	33.3	60.0	95.8	93.0	97.1	100.0
CG15	11.1	60.0	62.5	86.0	97.1	90.9
CG16	11.1	0	45.8	86.0	91.4	90.9
CG17	11.1	20.0	54.2	79.1	88.6	90.9
CG18	0	0	54.2	86.0	91.4	100.0
CG19	11.1	0	45.8	83.7	88.6	100.0
CG20	11.1	0	50.0	79.1	85.7	81.8
CG21	0	0	29.2	51.2	82.9	81.8
CG22	11.1	0	54.2	83.7	91.4	90.9
CG23	0	0	37.5	67.4	85.7	81.8
CG24	11.1	0	25.0	48.8	82.9	81.8
CG25	0	0	33.3	44.2	80.0	81.8
CG26	11.1	0	20.8	51.2	80.0	90.9
CG27	11.1	0	20.8	37.2	80.0	81.8
CG28	0	0	29.2	55.8	71.4	90.9
CG29	0	0	25.0	53.5	74.3	81.8
CG30	0	0	08.3	39.5	55.7	72.7
CG31	0	0	20.8	41.9	68.6	81.8
CG32	0	0	12.5	18.6	54.3	72.7
CG33	0	0	08.3	18.6	65.7	81.8
CG34	0	0	04.2	18.6	54.3	72.7
CG35	0	0	08.3	25.6	65.7	72.7
CG36	0	0	0	09.3	37.1	54.5
CG37	0	0	04.2	09.3	42.9	54.5
CG38	0	0	0	14.0	34.3	54.5
CG39	0	0	0	14.0	34.3	54.5

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-8 PERCENT OF CHILDREN PASSING EACH ITEM FROM THE COGNITIVE DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
CG40	0	0	0	18.6	42.9	72.7
CG41	0	0	0	20.9	40.0	72.7
CG42	0	0	0	16.3	42.9	72.7
CG43	0	0	0	11.6	42.9	54.5
CG44	0	0	0	14.0	22.9	36.4
CG45	0	0	0	18.6	34.3	45.5
CG46	0	0	0	14.0	31.4	54.5
CG47	0	0	0	11.6	28.6	63.6
CG48	0	0	0	04.7	14.3	36.4
CG49	0	0	0	0	02.9	0
CG50	0	0	0	02.3	11.4	36.4
CG51	0	0	0	02.3	14.3	36.4
CG52	0	0	0	04.7	08.6	27.3
CG53	0	0	0	0	05.7	27.3
CG54	0	0	0	02.3	0	0
CG55	0	0	0	0	0	0
CG56	0	0	0	0	0	0
CG57	0	0	0	0	0	0
CG58	0	0	0	0	0	0
CG59	0	0	0	0	0	0
CG60	0	0	0	0	0	0
CG61	0	0	0	0	0	0
CG62	0	0	0	0	0	0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-9 PERCENT OF CHILDREN PASSING EACH ITEM FROM THE COMMUNICATION DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a]

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
CM01	100.0	100.0	100.0	100.0	100.0	100.0
CM02	100.0	100.0	100.0	100.0	100.0	100.0
CM03	100.0	100.0	100.0	100.0	100.0	100.0
CM04	88.9	100.0	100.0	100.0	100.0	100.0
CM05	88.9	100.0	100.0	100.0	100.0	100.0
CM06	100.0	80.0	100.0	100.0	100.0	100.0
CM07	77.8	100.0	100.0	100.0	100.0	100.0
CM08	77.8	80.0	95.8	97.6	94.3	100.0
CM09	77.8	60.0	95.8	97.6	94.3	100.0
CM10	77.8	80.0	100.0	100.0	97.1	100.0
CM11	66.7	80.0	100.0	100.0	97.1	100.0
CM12	66.7	80 0	100.0	97.6	100.0	100.0
CM13	55.6	80.0	95.8	97.6	97.1	100.0
CM14	22.2	40.0	87.5	92.9	88.6	100.0
CM15	44.4	80.0	91.7	92.9	97.1	100.0
CM16	55.6	60.0	91.7	95.2	97.1	100.0
CM17	11.1	0	58.3	81.0	88.6	90.9
CM18	11.1	20.0	50.0	83.3	88.6	81.8
CM19	11.1	40.0	79.2	81.0	88.6	90.9
CM20	11.1	0	58.3	69.0	85.7	100.0
CM21	11.1	0	58.3	73.8	88.6	81.8
CM22	11.1	40.0	50.0	76.2	88.6	90.9
CM23	11.1	20.0	41.7	69.0	85.7	90.9
CM24	11.1	0	20.8	59.5	80.0	81.8
CM25	11.1	0	16.7	64.3	74.3	81.8
CM26	11.1	0	25.0	52.4	74.3	90.9
CM27	11.1	0	20.8	61.9	80.0	81.8
CM28	11.1	0	29.2	64.3	82.9	90.9
CM29	11.1	0	12.5	42.9	71.4	81.8
CM30	0	0	12.5	47.6	77.1	81.8
CM31	0	0	25.0	50.0	77.1	81.8
CM32	11.1	0	25.0	54.8	74.3	90.9
CM33	11.1	0	16.7	59.5	71.4	90.9
CM34	11.1	0	0	29.4	57.1	72.7
CM35	0	0	16.7	50.0	74.3	90.9
CM36	11.1	0	04.2	33.3	65.7	81.8
CM37	11.1	0	0	28.6	54.3	81.8
CM38	0	0	0	14.3	60.0	72.7
CM39	0	0	08.3	23.8	68.6	72.7

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-9 PERCENT OF CHILDREN PASSING EACH ITEM FROM THE COMMUNICATION DOMAIN OF THE CEDI POSTTEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
CM40	11.1	0	0	28.6	60.0	81.8
CM41	11.1	0	08.3	28.6	65.7	90.9
CM42	11.1	0	04.2	28.6	65.7	90.9
CM43	11.1	0	04.2	23.8	48.6	72.7
CM44	0	0	0	07.1	42.9	63.6
CM45	0	0	0	28.6	60.0	81.8
CM46	11.1	0	0	04.8	28.6	54.5
CM47	0	0	0	07.1	17.1	45.5
CM48	0	0	0	09.5	34.3	63.6
CM49	11.1	0	0	14.3	37.1	54.5
CM50	0	0	0	0	02.9	0
CM51	11.1	0	0	04.8	28.6	54.5
CM52	0	0	0	02.4	02.9	27.3
CM53	0	0	0	0	02.9	0
CM54	0	0	0	02.4	08.6	27.3
CM55	0	0	0	04.8	14.3	36.4
CM56	0	0	0	0	02.9	09.1

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-10. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE MOTOR DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a]

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
M001	100.0	100.0	100.0	100.0	100.0	100.0
M002	88.9	80.0	100.0	100.0	100.0	100.0
M003	100.0	100.0	100.0	100.0	100.0	100.0
M004	100.0	100.0	100.0	100.0	100.0	100.0
M005	88.9	80.0	100.0	100.0	100.0	100.0
M006	88.9	100.0	100.0	100.0	100.0	100.0
M007	100.0	100.0	100.0	100.0	100.0	100.0
M008	100.0	100.0	100.0	100.0	100.0	100.0
M009	77.8	80.0	100.0	100.0	100.0	100.0
M010	77.8	80.0	100.0	100.0	100.0	100.0
M011	66.7	80.0	100.0	100.0	100.0	100.0
M012	66.7	80.0	100.0	100.0	100.0	100.0
M013	77.8	80.0	100.0	100.0	100.0	100.0
M014	66.7	80.0	100.0	100.0	100.0	100.0
M015	66.7	80.0	100.0	100.0	100.0	100.0
M016	55.6	80.0	100.0	100.0	100.0	100.0
M017	66.7	80.0	100.0	100.0	100.0	100.0
M018	66.7	80.0	100.0	100.0	100.0	100.0
M019	55.6	60.0	100.0	100.0	100.0	100.0
M020	55.6	60.0	100.0	100.0	100.0	100.0
M021	55.6	80.0	100.0	100.0	100.0	100.0
M022	55.6	80.0	100.0	100.0	97.1	100.0
M023	44.4	60.0	100.0	100.0	97.1	100.0
M024	44.4	80.0	100.0	100.0	100.0	100.0
M025	44.4	80.0	100.0	100.0	100.0	100.0
M026	44.4	60.0	100.0	100.0	97.1	100.0
M027	33.3	60.0	95.8	100.0	97.1	100.0
M028	33.3	60.0	100.0	100.0	97.1	100.0
M029	33.3	60.0	100.0	100.0	94.3	100.0
M030	33.3	60.0	95.8	100.0	94.3	90.9
M031	33.3	60.0	95.8	100.0	94.3	90.9
M032	22.2	60.0	95.8	100.0	97.1	100.0
M033	22.2	60.0	100.0	100.0	94.3	100.0
M034	22.2	20.0	95.8	97.7	91.4	90.9
M035	11.1	20.0	83.3	90.7	94.3	90.9
M036	22.2	40.0	91.7	97.7	94.3	90.9
M037	11.1	20.0	79.2	93.0	94.3	90.9
M038	11.1	20.0	83.3	93.0	91.4	90.9
M039	22.2	20.0	91.7	95.3	94.3	90.9

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-10. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE MOTOR DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
M040	22.2	20.0	91.7	95.3	94.3	100.0
M041	22.2	20.0	83.3	88.4	91.4	90.9
M042	11.1	20.0	75.0	93.0	94.3	100.0
M043	11.1	0	62.5	86.0	94.3	90.9
M044	11.1	20.0	62.5	88.4	94.3	90.9
M045	11.1	0	75.0	93.0	94.3	90.9
M046	0	0	50.0	81.4	88.6	90.9
M047	0	0	45.8	72.1	85.7	90.9
M048	0	0	25.0	60.5	82.9	90.9
M049	11.1	0	41.7	76.7	91.4	90.9
M050	0	0	45.8	81.4	91.4	90.9
M051	0	0	08.3	27.9	71.4	90.9
M052	0	0	20.8	48.8	80.0	81.8
M053	11.1	0	25.0	67.4	74.3	90.9
M054	0	0	08.3	53.5	77.1	90.9
M055	0	0	04.2	37.2	68.6	81.1
M056	11.1	0	37.5	62.8	82.9	90.9
M057	0	0	20.8	48.8	82.9	90.9
M058	0	0	0	23.3	54.3	90.9
M059	0	0	0	14.0	40.0	72.7
M060	0	0	04.2	16.3	48.6	72.7
M061	0	0	12.5	32.6	45.7	90.9
M062	0	0	16.7	39.5	57.1	90.9
M063	0	0	08.3	39.5	60.0	90.9
M064	0	0	0	16.3	37.1	81.8
M065	0	0	0	16.3	42.9	72.7
M066	0	0	0	02.3	20.0	45.5
M067	0	0	0	18.6	42.9	90.9
M068	0	0	0	09.3	22.9	63.6
M069	0	0	0	04.7	08.6	18.2
M070	0	0	0	02.3	22.9	72.7
M071	0	0	0	11.6	28.6	54.5
M072	0	0	0	11.6	25.7	63.6
M073	0	0	0	02.3	14.3	27.3
M074	0	0	0	14.0	25.7	63.6
M075	0	0	0	02.3	14.3	27.3
M076	0	0	0	04.7	22.9	63.6
M077	0	0	0	09.3	17.1	27.3
M078	0	0	0	02.3	05.7	27.3
M079	0	0	0	02.3	11.4	27.3

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-10. PERCENT OF CHILDREN PASSING EACH ITEM FROM THE MOTOR DOMAIN OF THE CEEDI POSTTEST BY AGE LEVEL[a] (CONTINUED)

Item	Age Level 1-2	2-3	3-4	4-5	5-6	6-7
N[b]	9	5	24	42	35	11
M080	0	0	0	04.7	08.6	27.3
M081	0	0	0	0	08.6	09.1
M082	0	0	0	02.3	0	0
M083	0	0	0	02.3	02.9	18.2
M084	0	0	0	02.3	0	0
M085	0	0	0	0	02.9	09.1
M086	0	0	0	07.0	02.9	09.1
M087	0	0	0	0	0	0
M088	0	0	0	0	0	0

(a) Age levels are to interpreted as "at least..., but less than...", e.g., 2-3 means "at least 2, but less than 3 years old".

(b) Number of children taking all items by age level

TABLE I-11 CORRELATIONS BETWEEN CEEDI DOMAIN RAW SCORES AND AGE IN MONTHS FOR PRETEST AND POSTTEST

Domain	Test Period	r	Sample Size
Personal-Social	Pretest	0.700	130
	Posttest	0.720	129
Adaptive	Pretest	0.748	130
	Posttest	0.698	128
Cognitive	Pretest	0.732	130
	Posttest	0.705	130
Communication	Pretest	0.710	129
	Posttest	0.677	129
Motor	Pretest	0.809	130
	Posttest	0.750	130

Additional analyses were performed to study further the age-dependency for each scale. As might be expected, the basal and ceiling scores were highly correlated with age (correlations ranged between 0.64 and 0.78). It was also found that the number of items passed above the basal was not related to age or to the basal score (correlations ranged between -0.06 and 0.32), a very desirable result. Finally, the raw gain scores were found (a) not to be related to age (correlations between -0.18 and 0.10) and (b) to have the characteristically small negative correlations with pretest scores (correlations between -0.33 and -0.01). The correlation between raw pretest and raw gain scores will be negative and, typically, small under the assumption of zero correlation between true pretest and true gain scores since the errors of measurement in raw pretest and raw gain scores are shared. Specifically, the covariance between raw pretest and raw gain scores equals the covariance between true pretest and true gain scores minus the measurement error variance of the raw pretest scores.

Thus, the five CEEDI domain scales appear to be valid measures of development to the extent that expected relationships with age are indicative of this validity.

Interrelationships Among the Scales

Although the domain scales appear to be valid (and reliable, as will be shown later) measures of development, one should ask whether they indeed measure five separate domains or, at worst, are they all just measures of age. Although this question requires a more definitive evaluation study of the CEEDI, per se, than was possible within the scope of this project, an attempt to shed some light on this issue was made. Table I-12 shows the correlations among scales for both the pretest and posttest. As can be seen, all correlations are quite high, ranging from 0.74 to 0.93.

In order to see if the different scales were, at worst, just measures of age, the first-order partial correlations among the domains, controlling for age in months, were calculated. Surprisingly, although age was highly correlated with each scale, these partial correlations remained moderately high. Table I-13 shows that these partial correlations ranged from 0.49 to 0.87. Therefore, the five domain scales appear to be substantially related, independent of their linear relationship with age. Whether or not these scales measure five separate domains or are just slightly different ways of measuring general development is not known. And, perhaps, this point may be irrelevant. Certainly, those persons and experts who selected, modified, and wrote the items for each scale would argue that different clusters of developmental behavior are being measured, but that growth in each domain seldom occurs without observing growth in the other four.

Scale Reliability

The evidence that was collected concerning the reliability of each scale appears overwhelmingly in support of the fact that the CEEDI domain scores are very reliable. For example, even though no test-retest coefficients were possible to calculate, the correlations between pre- and posttest scores were 0.79 for Personal-Social, 0.86 for Adaptive, 0.87 for Cognitive, 0.89 for Communication, and 0.93 for Motor. The time between pre- and posttesting was between 4 and 7 months and most children went 6 or 7 months between testings. Thus, with a significant time interval between pre- and posttesting and variable types and amounts of project treatment, the test-retest estimates of scale reliability should be quite high. On the other hand, as noted in the beginning of this appendix, these coefficients could be over- or underestimated if the basal-ceiling method of scoring was in error to any significant extent.

TABLE I-12. CORRELATIONS AMONG THE FIVE CEEDI DOMAIN SCORES AT PRETESTING AND POSTTESTING

Pretest

Domain		PS	AD	CG	CM	MO
Personal-Social	(PS)	-	0.756	0.749	0.774	0.776
Adaptive	(AD)		-	0.798	0.767	0.894
Cognitive	(CG)			-	0.868	0.825
Communication	(CM)				-	0.826
Motor	(MO)					-

Posttest

Domain		PS	AD	CG	CM	MO
Personal-Social	(PS)	-	0.850	0.838	0.802	0.830
Adaptive	(AD)		-	0.820	0.764	0.891
Cognitive	(CG)			-	0.929	0.871
Communication	(CM)				-	0.832
Motor	(MO)					-

TABLE I-13. PARTIAL CORRELATIONS, CONTROLLING FOR AGE IN MONTHS AMONG THE FIVE CEEDI DOMAIN SCORES AT PRETESTING AND POSTTESTING

Pretest

Domain		PS	AD	CG	CM	MO
Personal-Social	(PS)	-	0.553	0.486	0.550	0.500
Adaptive	(AD)		-	0.555	0.505	0.740
Cognitive	(CG)			-	0.726	0.581
Communication	(CM)				-	0.607
Motor	(MO)					-

Posttest

Domain		PS	AD	CG	CM	MO
Personal-Social	(PS)	-	0.699	0.671	0.616	0.631
Adaptive	(AD)		-	0.642	0.552	0.775
Cognitive	(CG)			-	0.865	0.729
Communication	(CM)				-	0.667
Motor	(MO)					-

TABLE I-14. FREQUENCY DISTRIBUTIONS OF ITEM-TOTAL CORRELATIONS BY DOMAIN FOR PRETEST AND POSTTEST WITH ITEMS WITH ZERO VARIANCE EXCLUDED

Pretest

Correlation Level	Personal-Social Number	Personal-Social Percent	Adaptive Number	Adaptive Percent	Cognitive Number	Cognitive Percent	Communication Number	Communication Percent	Motor Number	Motor Percent
0.10-0.19	0	0.0	3	4.5	1	2.0	0	0.0	4	4.9
0.20-0.29	7	8.1	6	9.0	3	5.9	3	5.6	6	7.4
0.30-0.39	9	10.5	8	11.9	6	11.8	8	14.8	6	7.4
0.40-0.49	13	15.1	8	11.9	7	13.7	8	14.8	8	9.9
0.50-0.59	15	17.4	13	19.4	5	9.8	6	11.1	12	14.8
0.60-0.69	17	19.8	13	19.4	12	23.5	3	5.6	24	29.6
0.70-0.79	25	29.1	16	23.9	17	33.3	16	29.6	21	25.9
0.80-0.89	0	0.0	0	0.0	0	0.0	10	18.5	0	0.0
Totals	86	100.0	67	100.0	51	100.0	54	100.0	81	99.9*

Posttest

Correlation Level	Personal-Social Number	Personal-Social Percent	Adaptive Number	Adaptive Percent	Cognitive Number	Cognitive Percent	Communication Number	Communication Percent	Motor Number	Motor Percent
0.10-0.19	2	2.5	0	0.0	6	11.1	5	9.4	0	0.0
0.20-0.29	3	3.8	4	6.7	1	1.9	3	5.7	4	4.9
0.30-0.39	5	6.3	7	11.7	6	11.1	5	9.4	8	9.9
0.40-0.49	9	11.4	9	15.0	6	11.1	6	11.3	10	12.3
0.50-0.59	11	13.9	7	11.7	3	5.6	3	5.7	17	21.0
0.60-0.69	18	22.8	16	26.7	6	11.1	4	7.6	23	28.4
0.70-0.79	30	38.0	16	26.7	20	37.0	10	18.9	19	23.5
0.80-0.89	1	1.3	1	1.7	6	11.1	17	32.1	0	0.0
Totals	79	100.0	60	100.2*	54	100.0	53	100.1*	81	100.0

* Percentages do not sum to 100 due to rounding errors.

The principal method of estimating scale reliability was the calculation of Cronbach's Alpha. For each scale, either pre- or posttest, this estimate of internal consistency was at least equal to 0.97.* With such a large number of items in each scale (56 to 88), it is not difficult to see why Cronbach's Alpha was always so high. In fact, further development of the CEEDI scales should include a serious consideration of dropping large numbers of items. A better age sequencing could well result from this and it might be possible to administer every item to a child. If nothing else, more items could be administered to establish better basal and ceiling levels without increasing the testing time required.

As one more indication of internal consistency and, also, to provide more psychometric information about the scale items, item-total correlations were calculated for all items with non-zero variance. Table I-14 shows the frequency distribution of these correlations by each domain for pretest and posttest. In every case, at least 60 percent of these correlations are 0.50 and above. And only 21 of the 666 item-total correlations were less than 0.20. The range was from 0.11 to 0.86.

Summary

In conclusion, there appears to be adequate support that the five CEEDI domain scales are valid measures of developmental level based upon their relationships with age. Further study, however, is needed to establish further the overall, i.e., construct, validity of these measures. In addition, the reliability of these scales is quite high. There is a good indication, also, that a significant number of items could be omitted without sacrificing this reliability. In any case, the measured psychometric properties of the CEEDI warrant its continued use in any on-going evaluation of HCEEP project impact on child growth.

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* Another measure of internal consistency that was calculated was the mean inter-item correlation. Across the five domains, for pre- and posttest data, these mean correlations ranged from 0.31 to 0.38.